

# **A Guide to School Library Management in Ghana**

Ghana Library Authority

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## **PREFACE**

School libraries play a critical role in the overall effort to provide quality education in our schools.

This Guide to School Library Management in Ghana, has therefore been carefully prepared to help institutions plan their libraries to meet the needs of all learners.

This volume is a parallel companion to an earlier publication released by the School and College Libraries Department in 2019. It has been designed to take care of recent developments within the Ministry of Education under the Education Strategic Plan (ESP), the attendant curricular review policies effected by the Government in 2019, with specific regard to the redefined concept of Basic Education.

Taking into account these policy reviews, institutions from the Kindergarten (KG) level, up to the Senior High School (SHS) level, have all now been categorised as “Basic Schools.” This designation has provided a stimulus for the development of this guide to ensure that special attention is given to the institutionalisation of school libraries under each basic level category. Hitherto, libraries in institutions below the Senior High School were not an area of critical concern. What stands out in this volume is the deliberate effort and attention being paid to libraries at the Junior High (JHS) level and below.

The guide has been organised to enable users gain knowledge in the basic rudiments of Librarianship, including all its aspects.

It is our hope that School Library managers, teachers, school heads, as well as managers of other information resource centres will use this guide to ensure efficiency and effectiveness in the work they do and thus, enhance their professional standards in school library management.

**Hayford Siaw**  
**Executive Director, Ghana Library Authority**

## INTRODUCTION

Libraries play a central role in any education system. They provide informational resources for building a sound literate school population. Especially, for a country like Ghana, where limited literacy and numeracy skills prevent over 60 percent of school graduates from progressing from primary to senior high school to the tertiary levels, libraries for specific groups of learners become very critical. In order to ensure inclusion and equity, learners such as those with visual impairment, physical disabilities and those who are deaf and hard of hearing should be considered in the library setup.

The current educational system in Ghana is saddled with a lot of problems that have led to falling standards. Some of the problems identified include: poor reading habits among school children; lack of reading materials; the indifferent attitude shown by some teachers and parents towards enhancing reading skills of the school children; lack of libraries in the schools to complement classroom work; lack of qualified and competent personnel to run the school libraries.

Research shows that there is a direct link between reading levels and learning results and that, access to reading materials is a key factor in developing enthusiastic and skilled readers (Krashen, 2004).

It is also an undeniable fact that the extent to which children and young people of today will be creative, informed and knowledgeable will be shaped by the contents of the library resources made available to them.



## 1.0 SCHOOL LIBRARY CONCEPT

A school library is a collection of sources, resources - both physical and digital - where reading, inquiry, research, thinking, imagination, and creativity are central to students' information to knowledge journey, and to their personal, social and cultural growth (IFLA/UNESCO School Library Manifesto, 1999).

A School Library is also defined as a cultural and information resource centre for the school. It is a place for reading, reference, and research. The main purpose of a school library is to serve the needs of the school community and to assist in its educational objectives. This involves the provision of a comprehensive source of learning to meet the needs of pupils, teachers, and the school community as a whole.

The basic functions of a school library include the following:

- To introduce school children to a wide variety of materials;
- To provide resources for the development of the school child;
- To help stimulate the reading thoughts of the school children and to make them effective users of reading materials;
- To provide resource materials for the enhancement and the extension of the school curriculum.

Research over the years has shown that school libraries when properly staffed and resourced, can have significant impact on student achievement.

It is also an undeniable fact that the extent to which children and young people of today will be creative, informed and knowledgeable will be shaped by the contents of the library resources made available to them.

## 1.2 SETTING UP THE SCHOOL LIBRARY

The following must be taken into consideration when planning to set up a new library:

- *Accommodation and Space*

Accommodation plays a significant role in the development of an efficient and effective library service.

The degree of accessibility of a library's stock to its users depends to a large extent on the type of accommodation available.

Factors to be considered in the planning of a school library facility include the following:

- i. The site should not be waterlogged.
- ii. The library should be at a central location and accessible from all parts of the school, close to the learning areas but far from noisy areas such as the cafeteria, playing field, and assembly hall as well as inhibiting areas such as the staff common room and the headmaster's office.
- iii. There should be adequate space for expansion both vertically and horizontally.
- iv. A school library should be purposely planned and built and not an adjunct to another building.
- v. The library design must make provision for prospective users with special needs.
- vi. The building should make an allowance for security. There should be one main door for the users and an emergency exit.
- vii. However small the library is, the plan should include a separate room for the librarian.
- viii. Adequate provision should be made for natural ventilation. Where possible, air conditioners should be provided.
- ix. There should be an adequate provision in the plan for places of convenience.
- x. The library must be able to seat at least 10% of the school population.
- xi. The plan should have few walls in the building.
- xii. The library space must be well designed to take care of the book stack, study carrels, reading areas, computer workstations, display areas, and work areas for library staff.
- xiii. A place should be provided for A-V materials.
- xiv. An area should be provided for assistive devices for pupils with special educational needs who might need extra support with these devices.
- xv. The walls should be well decorated.
- xvi. The chairs and tables and their arrangement should be different from the classroom.

- ***Library Furniture***

Generally, the furniture must be sturdy, durable and functional to meet the specific space, activity and user requirements of the library. In school libraries serving young children, furniture should be designed for children and easy to adjust in order to fit their different sizes. Furniture and computer equipment must be adjustable to suit the needs of all learners including those with special educational needs such as visual impairment or physical disabilities.

- ▶ **Bookshelves**

The basic furnishing equipment for a library is the bookshelf. Books last longer and are easier to find if they are displayed on shelves. Bookshelves can be made from many materials including wood, plastics, bricks and even metal. The heights of the pupils must be taken into consideration when making or buying the shelves. At primary schools, the top of the shelf should not be higher than 120cm (4 feet). At secondary schools, the top shelf is usually not higher than 180cm (6 feet). There should be a variety of shelves in order to make the library attractive. The shelves should be appropriately labelled to ensure easy access to materials taking into consideration learners with special education needs.



Shelves should be in the underlisted variety.:

- ▶ **Racks**

There should be racks to contain and allow for the display of journals, magazines, and newspapers.

- i. **Periodical Rack** - used for journals and magazines.



———— Magazine Rack

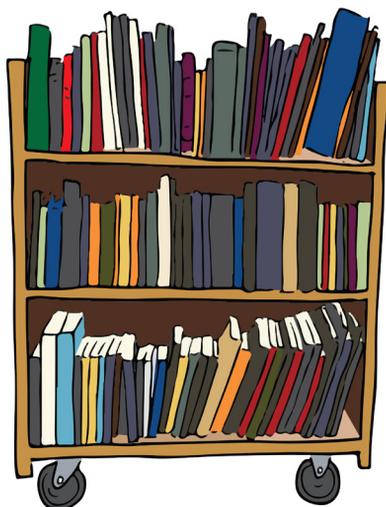
- ii. **Newspaper Rack** - used to display daily and weekly newspaper.



———— Newspaper Rack

### iii. **Book Trolleys**

Used to move books around the library for processing or shelving. There should be at least one book trolley.



———— Book Trolley

- ▶ **Computer Desk for Desktop Computers** (10-unit combo recommended)
- ▶ **Swivel chairs** (10 units recommended to match the 10-unit combo)
- ▶ **Study Carrels**

There are 4-seat and 6-seat units. Depending on the size of the library and the user population, a choice may be made between the two units. Study Carrels are necessary to provide for private or individual study to those who desire that.



## ► **Library Tables and Chairs**

There are standard tables and chairs designed for school libraries. These are available in library catalogues (Gresswell; Gaylords; Amazon, etc.). Tables and chairs for school libraries must not be the same as those used in the classrooms. This is to prevent the intimidating atmosphere of the classroom from being replicated in the library. The library is designed to ensure a relaxed atmosphere, so students may be able to access library materials and information of their own choice and at their own pace.

The required standard for seating in the library is 10% of the school population. Therefore, with a school population of 1500, the school library should be able to seat 150 pupils at a time.

### i. **Tables**

Each table should seat a maximum of 4 pupils to prevent overcrowding. Depending on the school population, the library may order whatever quantity of units that may be required.



### ii. **Chairs**

The number of chairs including adjustable ones will match the number of tables available in the library.



### iii. Swivel Chairs for the library staff

The number provided would depend on the number of staff in the library. The school library staff would normally comprise the School Librarian and Library Assistant.



Provision should be made for learners who use wheelchairs by creating a special space in the library for them.

#### ► **Library Counter**

This is another essential item of furniture for the library. This is where users and the librarian most of the time have their first encounter. Enquiries, circulation processes and administrative activities, etc. take place at the counter.

Library Counters come in various designs and sizes. The type of counter the school would go for would depend on space, activities to be carried out at the counter, the number of library staff, etc. Various designs and sizes would be found in library catalogues (Gaylords, Gresswell, etc.)



### ► **Optional Library Furnishing**

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

- i. Filing cabinet or lockable drawer for librarian's use;
- ii. Mats or cushions for younger children in primary schools;
- iii. 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).

### ► **Display board fixed to the wall**

Students who are deaf will need close caption screen as well, so that they can equally get access to information written especially if there are any announcements. There is the need to also have a 'flash light' to indicate library time is over for them.

### • ***Library Equipment***

In order to run the library efficiently, you will need some office equipment.

### ► **Desktop Computers**

These are necessary for both staff and users of the library. Users of the library should have access to computer terminals in order to perform their own searches for information and to even work on their assignments.

It is recommended that there should be at least 12 computers in the school library (10 for student use and 2 for the Library staff).

Depending on the categories of disabilities you have in your school, you might need to add some features on some of the computers. For example, learners who are virtually impaired might need a "JAWS" software on a computer.

### ► **Magnifiers and CCTV**

Magnifiers and CCTV may be provided for learners with low vision. The CCTV will enlarge the books for these learners in the best font possible.

### ► **Air Conditioners (2.5 HP)**

The air conditioners will ensure the comfort of the staff and library users as well as help in preserving library materials and ICT equipment. The number of units to be installed would depend on the size of the school library.

- i. Photocopiers (Heavy Duty)
- ii. Printers (Heavy Duty)
- iii. Scanners (Heavy Duty)
- iv. Catalogue Cabinets
- v. Other office equipment

- Issue boxes long and narrow to fit record or index cards of a standard 125 x 76mm (5x3 inch) size.
- Lockable cash box for keeping any petty cash, stamps, or library fine money safely.
- Cleaning items: broom, dusters, etc.
- Rechargeable lamps
- Perforator
- Wastepaper basket
- Suggestions Box

### • ***Library Stationery and Supplies***

Below is a list of essential stationery, which will be needed to help run the school library.

- i. Photocopier Paper
- ii. Accessions Notebook (Ruled foolscap)
- iii. Property Stamp (of school's name): 2 pieces; and ink pad
- iv. Return Date Stamp: 2 pieces
- v. Catalogue Cards (optional)
- vi. Labels

### ► **Other stationery**

- a. Ballpoint pens
- b. Coloured marker pens
- c. Drawing pins

- d. Envelopes
- e. Glue (rubber-based glues are preferable)
- f. Inkpads refills
- g. Masking tape or coloured sticky 'electrical' tape for book repairs and/or classification.
- h. Exercise books, including one for accounts, one for book or magazine orders, one for borrowing records and one for queries and/or suggestions
- i. Paper clips
- j. Ruler
  
- k. Scissors (This should be kept in a lockable drawer as they can be dangerous)
- l. Pencil sharpener
- m. Pencils
- n. Staplers
- o. Sellotape
- p. Sticky tape, dots or labels (plain ones can be coloured with pens if you choose a colour coded classification system). Primary school pupils and their teachers might find it helpful to use colours for example, red, yellow, and blue – to divide books into skill levels. This can help young children to select books from the library stock.
- q. Cut and rule record cards (sometimes called index cards or guide cards). They are sold in packets in a variety of standard sizes. The recommended size is 125x79mm (5x3inches) 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. Make divider cards of 125x85mm (5x3 inches) in the same way, but from coloured card.
- r. Other materials which will be needed by learners with special needs such as braille paper, handframe, and style, sticky pad, etc. should equally be made available.

- ***Library Stock***

An excellent educational programme cannot be developed without the support of a well-stocked library.

The main purpose of a school library is to provide the most useful and most satisfying reading materials possible on all subjects taught in the school and to meet the extra-curricular needs of the pupils at the highest literary level possible.

The stock of a good school library should include books (both print and electronic), pamphlets, periodicals, maps, films, tapes, and discs. The stock should also have a relationship with the school's teaching programme and the needs of users, making room for the different learning levels and styles of users at varying maturity and ability levels. It is recommended that for school libraries in Ghana, a minimum initial stock of 3 titles per pupil be the target.

The stock of the school library may be put into three categories. These are Reference, Information (Non-Fiction) and Fiction.

**Reference Materials:** Reference materials are used to find quick answers, check facts, answer students' 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. Examples of reference materials include encyclopaedias, dictionaries and atlases.

**Information material (Non-Fiction):** Materials in this category are on specific subject disciplines. Most of the stock in the school library, including textbooks, will belong to this group.

**Fiction:** These materials are also known as storybooks or novels.

- **Staffing**

There is the need for qualified staff to effectively organise the library resources for use in the attainment of the objectives of the school. It is recommended that every school library in Ghana should have one professional librarian and a trained library assistant. Student assistants could also be used but should never be relied upon for the control of the library.

- ***Library Finance***

For any viable library service to be operated, adequate finance must be provided. Funds will be needed for both capital and recurrent expenditure such as building a new library, maintenance of the library, purchase of books, newspapers, magazines, educational software, library furniture, and equipment.

The sources of finance for school libraries may include:

1. Government Funding
2. P.T.A.s
3. SMCs
4. Old Students' Associations
5. Benevolent Individuals/Societies
6. N.G.Os e.g. CODE, Book Aid International, World Vision International, Latter Day Saints, Bookshare, etc.
7. Donor Partners in Education eg. UNICEF, USAID, DfID, etc.

The school libraries must have a separate budget and funds meant for the libraries must not be misapplied.

## **2.0 DEVELOPING THE LIBRARY COLLECTION**

The school library needs to provide access to a wide variety of physical and digital resources to meet the needs of the users and reflect their age, language and demographics. Collections need to be developed on an ongoing basis to ensure that users have access to new and relevant materials.

### **2.1 Selection of Stock**

Book selection involves building up a library collection, by choosing from a wide variety of materials relevant to the library's requirements, while keeping within the limits of the book budget. The smaller the budget, the more careful the book selector becomes since the materials chosen must be geared towards achieving the immediate objectives of the school or serving the immediate needs of pupils and teachers.

Selection should be a joint responsibility of the school librarian and teachers. To achieve a well-balanced collection, due attention must be given to all subjects taught in the school. In some cases, pupils are also encouraged to make some suggestions especially in the area of novels, magazines and “light reading” materials.

The following questions should always be asked, when selecting materials for a school library:

1. Who are the readers?
2. What are their needs?
3. What are their likes and dislikes?
4. What are their interests?
5. What subjects are taught in the school?
6. What are the teachers' teaching interests?

Educational research has shown that the age, sex, intelligence, socio-economic background and cultural level of the home of a child greatly influence his/her reading habits and interests. For example, boys tend to read books and magazines with male characters, robust action and limited sentiment, while girls, apart from reading materials meant for them such as cookery, home-making and beautification, read much of romance. However, whereas girls might often like to read books intended for boys, the reverse is rarely the case with boys.

In a good children's collection with carefully selected and well-illustrated reference books, there should be an adequate representation of picture books, books of fantasy, fairy tales, legends, and myths. A school library serving adolescents, besides meeting should have a good collection of books of adventure, sports, love, mystery, science fiction, biography, and comprehensive collection of reference works like dictionaries, encyclopedias, yearbooks, almanacs, and atlases in addition to materials on the school's curriculum.

Whether a book is fiction or non-fiction, some criteria are applied to its choice. Some of the criteria are:

1. The suitability of the content.
2. The level of the vocabulary.
3. The extent of illustrations.
4. The typography.
5. The binding.
6. In the case of fiction, the style of writing.
7. The reputation of the author.
8. The authoritativeness or accuracy of material.
9. The currency of material.
10. Availability of an index and bibliography.

### **Book Selection Tools**

Various ways of finding materials to acquire for a school library include:

- **Book Reviews:** These are often found in journals, magazines and newspapers.
- **Publishers' Catalogues:** Some Publishers and Booksellers compile a list of books that they have in stock over a period of time.
- **Bibliographies:** Some libraries compile bibliographies of their newly acquired materials monthly, quarterly, or annually.
- **Readers' Suggestions:** Materials can also be selected through suggestions from users of the library.

## **2.2 Acquisition of Stock**

Materials for the library may be acquired through any of the following:

- i. Direct Purchase;
  - Visits to Bookshops and Exhibitions,
  - Orders from Publishers through Vendors,
- ii. Donation.



### **3.0 PROCESSING OF LIBRARY MATERIALS**

When materials arrive in the library, they have to go through the following processes:

- i. Property stamp of the library is placed on the materials to ensure that they are not taken out of the library illegally.
- ii. The books are then recorded in the accessions register and given accession numbers. Information provided in this register includes author, title, publisher, date of publication, date of receipt, and accession number.
- iii. The books are now catalogued and classified. This is to facilitate the arrangement of the books by subject on the shelves.
- iv. Lettering — this is the process of writing the classification number on the spine of the book. It is usually done with broad pens, coloured ink or permanent markers. It can be done with the computer also using specially designed sticker labels.
- v. Labelling — this is the process of pasting printed labels into the books. These labels include date due slips, book cards and book pockets.
- vi. Final Checking - when the above processes are completed, they should all be checked by the librarian. This is to ensure accuracy and uniformity in the processing of library materials.
- vii. Display and Shelving - The books may now be displayed before shelving.

#### **3.1 How Books are arranged on the Shelves**

- Books are placed on the top shelf first and then filed from left to right.
- The spine of the books must face out so that the writing on them can easily be read.
- Fiction books are arranged alphabetically by the authors' surname
- Non-fiction books are arranged by the class number.



## 4.0 CLASSIFICATION AND CATALOGUING

Before books can go on the shelves, they have to be catalogued and classified.

### 4.1 Classification

A library classification is the process of arranging books belonging to the same theme or subject area together and assigning them a class mark so that they will be easily retrieved in the library. There are several ready-made classification schemes available to assist the librarian in classification. But the most commonly used scheme in school libraries is the Dewey Decimal Classification Scheme developed by John Melville Dewey about 1898. Dewey divided the whole of knowledge into ten main classes.

#### Summary of Dewey Decimal Classification Scheme:

<b>000</b>	-	<b>099</b>	General Works
<b>100</b>	-	<b>199</b>	Psychology & Philosophy
<b>200</b>	-	<b>299</b>	Religions
<b>300</b>	-	<b>399</b>	Social Sciences
<b>400</b>	-	<b>499</b>	Languages
<b>500</b>	-	<b>599</b>	Pure Science
<b>600</b>	-	<b>699</b>	Applied Science or Technology
<b>700</b>	-	<b>799</b>	Recreation and the Arts
<b>800</b>	-	<b>899</b>	Literature
<b>900</b>	-	<b>999</b>	History, Geography and Travel, Biography

Each of the classes is again sub-divided into ten and so on.

<b>000</b>	-	General Works
<b>010</b>	-	Bibliography
<b>020</b>	-	Library Science
<b>030</b>	-	Encyclopaedias
<b>040</b>	-	General Collected Essays
<b>050</b>	-	General Periodicals
<b>060</b>	-	General Societies
<b>070</b>	-	Newspaper Journalism
<b>080</b>	-	Collected Works
<b>090</b>	-	Manuscripts and Rare Books
<b>100</b>	-	Psychology & Philosophy

<b>110</b>	-	Metaphysics
<b>120</b>	-	Metaphysical Theories
<b>130</b>	-	Branches of Psychology
<b>140</b>	-	Philosophical Topics
<b>150</b>	-	General Psychology
<b>160</b>	-	Logic
<b>170</b>	-	Ethics
<b>180</b>	-	Modern Philosophy
<b>190</b>	-	Ancient and Medieval
<b>200</b>	-	Religion
<b>210</b>	-	Natural Theology
<b>220</b>	-	Bible
<b>230</b>	-	Doctrinal Theology
<b>240</b>	-	Devotional Practice
<b>250</b>	-	Pastoral Theology
<b>260</b>	-	Christian Church
<b>270</b>	-	Christian Church History
<b>280</b>	-	Christian Churches and Sects
<b>290</b>	-	Other Religions
<b>300</b>	-	Social Sciences
<b>310</b>	-	Statistics
<b>320</b>	-	Political Sciences
<b>330</b>	-	Economics
<b>340</b>	-	Law
<b>350</b>	-	Public Administration
<b>360</b>	-	Social Welfare
<b>370</b>	-	Education
<b>380</b>	-	Public Services and Utilities
<b>390</b>	-	Customs & Folklore
<b>400</b>	-	Languages
<b>410</b>	-	Comparative Linguistics
<b>420</b>	-	English & Anglo-Saxon
<b>430</b>	-	Germanic Languages
<b>440</b>	-	Provençal-Catalan
<b>450</b>	-	Italian-Romanian
<b>460</b>	-	Spanish-Portuguese
<b>470</b>	-	Latin, Other Italic

<b>480</b>	-	Classical & Modern Greek
<b>490</b>	-	Other Languages
<b>500</b>	-	Pure Science
<b>510</b>	-	Mathematics
<b>520</b>	-	Astronomy
<b>530</b>	-	Physics
<b>540</b>	-	Chemistry & Allied Sciences
<b>550</b>	-	Earth Sciences
<b>560</b>	-	Paleontology
<b>570</b>	-	Botanical Sciences
<b>580</b>	-	Plants
<b>590</b>	-	Zoological Sciences
<b>600</b>	-	Applied Science of Technology
<b>610</b>	-	Medical Sciences
<b>620</b>	-	Engineering
<b>630</b>	-	Agriculture
<b>640</b>	-	Home Economics
<b>650</b>	-	Business
<b>660</b>	-	Chemical Technology
<b>670</b>	-	Manufactures
<b>680</b>	-	Other Manufactures
<b>690</b>	-	Building Construction
<b>700</b>	-	Recreation & The Arts
<b>710</b>	-	Landscape and Civic Art
<b>720</b>	-	Architecture
<b>730</b>	-	Sculpture
<b>740</b>	-	Drawing and Decorative Arts
<b>750</b>	-	Painting
<b>760</b>	-	Prints and Prints making
<b>770</b>	-	Photography
<b>780</b>	-	Music
<b>790</b>	-	Recreation
<b>800</b>	-	Literature
<b>810</b>	-	American Literature in English
<b>820</b>	-	English and Old English
<b>830</b>	-	Germanic Literature

- 840 - French, Provençal, Catalan
- 850 - Italian Rumanian
- 860 - Spanish, Portuguese
- 870 - Latin & Other Classical Literature
- 880 - Classical and Modern Greek
- 890 - Other Literatures
- 900 - History
- 910 - Geography, Travels, Description
- 920 - Biography
- 930 - Ancient History
- 940 - Europe
- 950 - Asia
- 960 - Africa
- 970 - North America
- 980 - South America
- 990 - Other parts of the world

Each number within a division represents a particular aspect of the subject and the decimal places represent facets of that subject. The sub-division of the Dewey Decimal Classification can be continued indefinitely as required by the classifier depending on the size of the collection to be classified and the depth of analysis required for the effective use of the stock. For example:

- 900 – History
- 960 – History of Africa
- 966 – History of West Africa
- 966.7 – History of Ghana
- 966.74 – History of Asante

The expansion beyond two decimal places in the primary school and three decimal places in the secondary school is discouraged because the school situation does not require a book to be analysed to its minutest facet. Hence the need for a simplified code as shown below:

### **i. Simplified Dewey Decimal Classification**

<b>Standard subject</b>	<b>Simple code</b>
Reference	0 (instead of 000)
Philosophy	1 (instead of 100)

Religions	2 (instead of 200)
Social Sciences	3 (instead of 300)
Languages	4 (instead of 400)
Science	5 (instead of 500)
Technology	6 (instead of 600)
Arts and Recreation	7 (instead of 700)
Literature	8 (instead of 800)
History and Geography	9 (instead of 900)

This is a useful adaptation as it keeps the library collection classified in broad Dewey divisions, but is easy for pupils to understand quickly.

## ii. Classification by Junior Colour Code

Another very good adaptation of the Dewey system is known as the Junior Colour Code. It is recommended that you use this classification system in a school library with fewer than **500 information books (Non-fiction)**.

The advantage of Junior Colour Code classification is that books are divided into the same subject areas as the Dewey system. However, each subject area is given a Dewey code number and a special colour. Many pupils find it easier to look for coloured labels on books than to look for a classification number. If in the future, the librarian 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.

With the Junior Colour Code system, the user can recognise the information books 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 60, and would be put on the bookshelves with the other agriculture books.

In larger libraries, it can be helpful if books are given a precise Dewey classification number. The librarian can find out the right classification number by deciding what the subject of the book is and then looking at the Junior Colour Code schedule. For example, a book on growing maize

would now be given the classification number 633 and a red coloured spine label.

Younger pupils may ignore the number, but it will help both older students and the teacher-librarian to use the library.

Under Dewey classification, history, geography, and biography books are shelved together in the 900 (or 9) 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 pupils 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 No.</b>
Reference	No colour	000
Philosophy/Religions	Black	100 and 200
Transport and economics	Orange	300
Grammar, local languages	Brown	400
Science: physics, chemistry, math, weather, rocks	Yellow	500-569
Biology: nature, animals	Green	570-599
Technology: agriculture, business, industry	Red	600
Art and sport, music	Purple	700
Literature: plays, poetry, myths, legends	Pink	800
History, geography, biography	Blue	900

If you decide to use this classification method you will need to sort your books out, put a classification colour code on each spine label and then place the books on shelves with clear shelf guides.

If you have fewer than 500 information books and you decide you do not want to use the Junior Colour method of classifying books, you may divide the books up by timetable subject as illustrated below.

## Timetable Classification

### Time Table

Reference

Religion

English Grammar

Science

Technology

Mathematics

Environment

Agriculture

### Quick Code Label

REF

REL

ENG

SCI

TEC

MATHS

ENVIRO

AGRIC

## 4.2 Cataloguing

It is the process of making entries for a catalogue. It may also be used to cover all the processes involved in the preparation of books for the shelves.

A library catalogue is a list of books, maps, or other items, arranged in some definite order.

Each entry in a catalogue bears details of class or call number to enable the item to be found. Additionally, sufficient details such as author, title, publisher, place of publication, date of publication, editorship, illustrations, edition, and pagination are given to identify and describe the book.

The purpose of the library catalogue is to provide an index or key to the library collection to enable library users to make fuller use of the library collection.

### 4.2.1 Functions of Cataloguing

- i. A catalogue enables a person to find a book of which either
  - a. the author or
  - b. the title or
  - c. the subject is known;
- ii. A catalogue shows what the library has
  - a. by a given author,
  - b. on a given subject and

- c. in a given kind of literature;
- iii. A catalogue assists in the choice of a book
  - a. as to its edition (bibliographical) and
  - b. as to its character (topical).

#### 4.2.2 Types of Catalogues

There are basically four types of the catalogues. These are the author/title catalogue, the subject catalogue, the classified catalogue, and the dictionary catalogue.

**The Author/Title Catalogue** – this type of the catalogue is arranged alphabetically by the author of the book in the case of well-established ownership or by title in the case of anonymous works. Both author and title entries are inter-filed in one alphabetical sequence. Current practice now is that the searcher must have as many access points to a document as possible hence whether an author can be identified or not, there should be entries for titles as well.

**The Subject Catalogue** – an arrangement in the subject catalogue is also alphabetical by subject. There are cross-references to subsidiary subjects and preferred terms.

**The Classified Catalogue** – this in actual fact is a subject catalogue but in practice arrangement is by the classification scheme in use by the library concerned unlike the conventional subject catalogue in which arrangement is alphabetical.

**The Dictionary Catalogue** – this is characterised by an arrangement of one straight alphabetical sequence of author, title, and subject - hence the name dictionary catalogue.

#### 4.2.3 Physical Forms of the Catalogue.

A catalogue may appear in any one of the following physical forms:

- i. **Printed Catalogue** – this is a conventional book type format.
- ii. **Guard book Catalogue** – scrapbook type format. Entries are ‘pasted in’. Space is left for new additions and extra strips of linen may be bound in to enable further pages to be inserted.
- iii. **Card Catalogue** - entries are made on 12.5 cm x 7.5 cm cards

and filed into trays or drawers housed in cabinets. Rods may be inserted through holes in the bottom of the cards to help retain the cards in the trays.

- iv. **Sheaf Catalogue** – this is a loose-leaf binder in the form of a book thus, providing some of the convenience of a book. Each entry is usually on a different slip of paper but there may be a number of entries on each slip or page.
- v. **Visible Index Catalogue** – Office type equipment which may be made up of strips mounted in a frame or cards held flat, hinged, and with the edge of each card protruding to make the heading visible.
- vi. **Microform Catalogue** – this is a form of catalogue in which entries are greatly reduced and printed on film. A suitable reader that magnifies the film and projects it onto a screen is needed.
- vii. **Machine Readable Catalogue** – this is a format that allows input and storage for manipulation on a computer. Access may be ‘on-line’ or ‘off-line.’ On-line systems are linked directly to the computer which can be used immediately and at any time for processing. Off-line means that the computer can only be used at certain times. This limits utility and flexibility and materials must be processed in ‘batches’. On-line may be viewed as the telephone system, while off-line may be viewed as the postal system.
- viii. **OPAC (On-line Public Access Catalogue)** – OPACs are the latest form of the catalogue. They are on-line systems that enable the searcher access local, national and international catalogue databases from a library, and even from the comfort of his/her home. There are obvious advantages of this form over the other forms. OPACs are however, not available to everyone at present.
- ix. It is relevant to compare the various physical forms of the catalogue, in order to pick out the best form for one’s use. The best physical form of the catalogue will need to have as many as possible of the following characteristics:
  - a. it must ensure ease of use;
  - b. it must be easy to keep up to date;
  - c. it must be easy to scan, i.e. to glance over a number of entries at the same time.

- d. It must lend itself to easy production of multiple copies;
- e. It must take up as little space as possible;
- f. It must be easy to guide.

#### 4.2.4 Rules for Filing Catalogue Cards

A number of cataloguing codes and rules have included filing rules. Most of the rules recommend straight forward alphabetical arrangement for specific purposes. The basic filing problem, however, is whether to use the word-by-word or letter-by-letter system of alphabetisation.

In **word-by-word** (also called nothing before something), all the headings beginning with one word are arranged before those using the same letters to begin another word (i.e. nothing files before something) e.g.

Air and space resources

Air conditioning

Air cushion vehicles

Air force

Air pollution

Air transport

Aircraft

Airfields

Airports

In **letter-by-letter** (also called straight through), arrangement is alphabetical, according to the letters of the heading, regardless of whether or not they form complete words, spaces being ignored:

Air and space resources

Air conditioning

Aircraft

Air cushion vehicles

Airfields

Air force

Air pollution

Airports

Air transport

## 5.0 MAINTENANCE OF STOCK

Stock maintenance is necessary in school libraries to ensure that the stock is always satisfactory and in good condition. This should be done because:

- i. The library materials are usually subject to heavy wear and tear and become dirty and shabby unless they are properly looked after.
- ii. Books become out-of-date and may therefore provide misleading information if they are not weeded out.
- iii. The subject balance of books in the catalogue can get out of hand unless a deliberate attempt is made to ensure an equal subject representation.

Maintenance of library stock can be done in the following ways:

- i. Cleaning of books on the shelves.
- ii. Acquisition of new editions of books to replace old ones.
- iii. Withdrawal of books from circulation so that they can be sent for binding.

Categories of books to be withdrawn from the stock include the following:

- i. Those needing re-binding
- ii. Those damaged beyond repairs
- iii. Those outdated

### 5.1 Binding

Books are generally bound to protect them from damage and to give them a longer life. Some new books can also be sent for binding immediately they are purchased, especially paperback popular titles that are heavily patronised e.g. African Writers Series. This is called reinforcement binding. This will avoid premature damage to the books.

Before a book is sent for binding, the following factors must be considered:

- i. The physical quality of the book itself - torn pages, weak binding, etc.
- ii. The usefulness of the book e.g. reference materials.
- iii. The cost - whether the binding is cheaper than buying a new book.

Having decided on which books you want to re-bind, the following procedure must be adopted:

- i. Make a list of all the books to be re-bound. This should be in duplicate - one for the binder, the other for library records. The list should include the Author, Title, and Class Mark of each book.
- ii. Take note of the date of sending the materials for binding.
- iii. Remove all the book cards from the pockets and file them.
- iv. Send a copy of the list (No. 1) and all the books to the binder.
- v. Make a note in your Accessions Register.

When the binder returns the books rebound, the following procedure should be followed:

- i. Check the rebound books against the duplicate list of books in your custody.
- ii. Insert the book cards back into the pockets. Where necessary, prepare new book cards.
- iii. Treat the re-bound books as if they were new books and process them again for the shelves.
- iv. Make a note in your Accessions Register concerning the return of the bound materials.

The Librarian must always ensure that library books are properly handled to avoid re-binding.

## **6.0 MANAGEMENT OF SCHOOL LIBRARY**

The following must be in place before the library becomes operational:

- i. A library committee must be in place to decide on library rules, opening times, staffing, and the amount of help you need from library monitors.
- ii. There must be a decision on the method of lending books and how information (non-fiction) books should be classified.
- iii. There is the need to ensure that bookshelves, equipment and stationery are available in the library.
- iv. The security of the library must be checked.
- v. Get to know the different types of library stock and the parts of a book. If you already have a library, you may want to remove damaged or inappropriate stock.
- vi. There is the need to have an ‘accessions register’ to record the books that the library will receive.
- vii. Books available must be sorted into fiction and non-fiction; fiction books must be arranged on the shelves alphabetically by the surname of the author and the non-fiction arranged by subject.
- viii. There must be a catalogue and shelf guides to help to locate books on the shelves.
- ix. There must be posters on the walls to make the library look more attractive and notices to remind students of any rules about using or borrowing books.

### **6.1 School Library Committee**

The Library Committee shall be made up of the Assistant Headmaster/ Mistress (Academic) as Chairperson, Subject Heads, Head of Department for students with disabilities as members and the Librarian as Secretary.

#### **6.1.1 School Library Committee Responsibilities**

The responsibilities shall include the following:

- i. Ensuring the library plays its proper role in supporting teaching and learning.
- ii. Ensuring that funds for the library are effectively utilised.
- iii. Providing guidelines for the management of the stock including the maintenance and repair of materials.
- iv. Developing appropriate library operation regulations.

## **6.2 Library Rules and Regulations**

Rules are measures put in place to ensure that users follow a certain pattern of conduct when they are in the library.

The School Library should have a set of rules. These rules must be clearly displayed in various formats (audio, sign language, caption, etc.) so that all users are aware of them.

On joining the library, a user must be informed of any rules and regulations. Some rules the librarian should consider are:

- library opening hours;
- the number of books that can be issued to a user;
- material which may not be borrowed;
- the period of loan;
- fines concerning overdue books;
- fines concerning damage and loss of books;
- instructions for issuing and returning books.

## **6.3 Library Routines**

### **6.3.1 Registration of Readers**

Every staff and pupil must be registered before using the library. This registration would involve the recording of the user's name, programme, class, and any other additional information the librarian would find useful.

### **Orientation for New Readers**

The School Librarian must provide orientation for new users of the library. This would involve introducing them to the stock and services of the library as well as the rules of the library.

### **6.3.2 Lending Services**

First of all, before lending any library material, it is essential that all information books and fiction books have a return date label glued into the front and the name of the school written 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.

#### **6.3.2.1 Lending Systems**

Various systems can be used to manage the borrowing of books. These may include:

### **(i) Lending Using an Exercise Book**

To make a simple record of who has borrowed what items from the library use a big exercise book, with ruled columns. If your school has many pupils you might prefer to write this information in a different book for each form.

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

- the pupil's name
- the book's title
- the author
- the classification code (or fiction code) on the spine label
- 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 pupils.

The disadvantage is that it takes a long time to use. The librarian 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.

### **(ii) Lending Using Borrower Cards**

This is a useful lending method because pupils' borrower cards are filed alphabetically and so are easy to find in the issue box. You can also work with some library monitors to record books going out on loan at the same time.

#### **The Borrower Card**

Pupils who want to borrow books must have a borrower card. This is a stiff piece of card. The standard size issue card must be about 125x75mm (5x3 inches). At the top, the librarian or the library assistant should write the pupil's name in capital letters. Below the pupil's name, rule four columns where the title of the book the pupil wishes to borrow can be written together with other information, such as the author, number and due-back date.

## **The Issue Box**

Borrowers do not keep their borrower card. When they want to borrow a book they take the book (or other item of stock) to the library desk. The librarian then finds their borrower card, which will be arranged alphabetically in the issue box and writes in the relevant information on the card.

The Issue Box is divided into two sections by stiff pieces of coloured card. At one end, marked 'PUPILS' are borrower cards belonging to pupils who do not have a book out of the library at the moment; and at the other end, under BOOKS OUT, are borrower cards with up-to-date information about which books are currently on loan and to whom.

The librarian must ask if the pupil has a book out on loan. If the answer is 'yes' the librarian will ask for the book, look for the pupil's borrower card in the BOOKS OUT section and then cross out the entry to show the book has been returned.

If the pupil does not have a book on loan, then the librarian will find their borrower card in the PUPILS section of the issue box. He or she will then stamp the return date (say seven days from that day) on the return date label at the front of the book and on the pupil's borrower card.

One day a week, the librarian could go through the BOOKS OUT section of the issue box to see which books and pamphlets are now due for return. Mark the cards that show students are late returning library books with a paper clip. Alternatively, keep such cards in groups by class and then at the end of each term go through the cards to see if any books are still outstanding.

The disadvantage of this borrowing system is that cards are quite easy to lose. It is also still quite slow for the librarian and library assistants to process, because you need to write out information about the book on each borrower card. If there are problems with books being returned late, you may also find it hard to discover which students are keeping books longer than allowed.

### **(iii) Browne Lending System (Book Pockets and Book Cards)**

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

If you are making separate book pockets, then glue them at the front of the book on the title page. Some people like to glue them on the inside back cover; there is no right or wrong way, but make sure you are consistent.

Next, you need to make a book card from a strong card. The card should be tall enough to be seen when it is inside the book pocket; a recommended size is 6 cm x 10 cm (2 1/2 x 4 inches).

On each book card, write the author's surname at the top left hand corner, the title of the book in the middle, its classification code or number at the top right hand corner, and its accession number at the bottom. Finally, put the book card into its book pocket.

This system requires borrowers to possess book tickets on which their names and classes/forms or addresses are written.

### **Making a Date Return Tray**

When someone borrows a book under the book card 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 cards from books, which are being borrowed. 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 cards.

### **How to Borrow Books under the Browne System**

When a pupil borrows a book, the librarian will ask them to pick the book card from the book pocket and insert it into their book ticket. The pupil does this, then gives the book ticket to the librarian who files it in the date return tray, alphabetically by the author of the book if it is fiction, or in numerical sequence (or colour) according to its classification code if it is an information book, under the date when it is to be returned.

This is called charging in library terms.

## **Returned Books**

When a pupil 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, she or he must look for the book's individual book card 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 April section, under 10, if the pupil's book is due to be returned on 10 April.

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

### **(iv) Computer Lending System**

The computer charging system identifies books and readers by bar-coded labels fixed on each book and on reader's cards.

A sensing device, usually a scanner reads the barcodes and automatically records the information. The date due back is stamped on the return date label and the reader's card is returned to him. When the book is returned, the same procedure is used to discharge it.

### **Overdue**

Overdue books are books that have been kept longer than the loan period. The Librarian must take steps to ensure that overdue books are retrieved.

### **6.3.3 Reference Services**

Reference service is the personal assistance provided to users in the pursuit of information. This involves guiding the user in the location of materials on the shelves or information in the library materials.

### 6.3.3.1 Reference Sources

These are various types of reference materials for the Librarian to consult in order to deal with readers' questions. These sources include the following:

- **Encyclopaedias**

These are basic reference tools for finding out background knowledge on any topic. This information could be comprehensive and detailed, or compressed and concise. There are different types of Encyclopaedias, depending on the level of the user. There are general Encyclopaedias such as Encyclopaedia Britannica, and subject encyclopaedias such as The Encyclopaedia of Philosophy. Majority of encyclopaedias are in sets.

- **Dictionaries**

These deal primarily with all aspects of words from spellings to proper definitions. E.g. The Concise Oxford Dictionary. Apart from providing the spelling and meaning of a word, a dictionary should also indicate the pronunciation and syllabication (word division). Some dictionaries also go to the extent of tracing the history of a word and the differences in the way a word is used. Like Encyclopaedias, dictionaries also come by levels e.g. Children's Dictionary and by subject type e.g. Dictionary of Mammals, Sign Language Dictionary, Braille Dictionary, etc.

- **Biographical Sources**

These provide information on people who have distinguished themselves in some particular field of interest. e.g. Who is Who.

- **Geographical Sources**

These include maps, atlases, gazetteers, and guidebooks. They help in answering questions on relief: geology, vegetation, population distribution, communication, etc.

**Maps and Atlases** give the location of places and their features graphically, using charts, symbols, and illustrations.

**Gazetteers** may be defined as geographical dictionaries. They give the description of places and their features.

**Guidebooks** are often limited to a single area. They are often used by tourists to locate hotels, museums, public buildings and anything else of general interest to the traveller.

- **Almanacs, Yearbooks, Directories**

For current information on all events throughout the world, almanacs, yearbooks and directories are reference materials with usually the most up-to-date information. They help the Librarian to answer a great deal of enquiries on the current state of events such as international activities, foreign affairs, local national affairs, economic, political, and cultural activities.

### **6.3.4 Library Displays**

This is an important avenue for publicizing the library and its materials. This is a common feature in all libraries. Displays are normally designed to give prominence to some particular facet of the library's service with the aim of inducing people to make use of that service.

There are various types of displays. These include Topical displays; Author displays; Subject displays; and new books.

#### **i. Topical Displays**

This is often organised by the library to commemorate certain anniversaries and outstanding events in the community such as Independence Day. During such occasions, the library may display materials in its collection relating to the event. In this way, users who were unaware of the existence of such collections are able to make use of the materials.

#### **ii. Author Displays**

A library may also decide to bring the works of individual authors together in the form of a display.

#### **iii. Subject Display**

Libraries may sometimes display materials on certain subjects, which are not commonly used in the library. These may include research reports, seminar papers, textbooks, etc. relating to the subject in question.

#### iv. **New Books Display**

This is the commonest type of display found in all types of libraries. It is a tradition in libraries to display books that have been recently acquired before they are sent to the shelves. These displays introduce the new books to the readers in order to create an awareness of the material and to develop an urge to use them.

#### **Points to be considered in the Organisation of Library Displays**

- i. Library displays need not be a continuous activity in the library. Too much of displays may rather distract users instead of attracting them.
- ii. In the process of displays, it is often preferable that book jackets be used where they are available, in place of the books. The jackets are more attractive to the eye, decorative to the library and secure for the library.
- iii. As soon as the display is over, the books should be returned to the shelves or reference section as the case may be. A display shelf should never be regarded as a permanent shelf.
- iv. For displays to be effective, there should be staff immediately available to explain certain issues to the users. This may be the readers' adviser or any staff who shows sufficient interest in the display work.

### **6.4 Library Statistics**

Statistics help libraries a lot because they can be used to provide evidence on the use, growth and losses in the library. Keeping records in the library is thus very important. These could be records of issues, book stock, readers, acquisitions, etc.

Statistics are necessary in the library for the following reasons:

- i. Show the size and rate of growth of the library materials.
- ii. Show increases and decreases in the number of borrowings.
- iii. Help the librarian to advance claims for additional funds.

## **Types of Statistics**

### **i. Issues**

There is the need for the school library to keep a record of its issues. This may be done daily, weekly, monthly, quarterly, or annually. It involves the daily count of the issues from the library which is then recorded in a register. Keeping records of issues is much more easier and reliable than other records in the library. Statistics of issues can help the library to know the peak and lean periods of the library.

These figures help the library in various ways such as providing information that will enable the library to make changes in the library hours in order to make use of peak periods.

### **ii. Readers**

These include registered readers and those who patronise the library.

### **iii. Stock**

Statistics could be provided on the new additions to stock, withdrawn books as well as lost books.

It is essential that the number of materials withdrawn from the library should be subtracted from the total number of materials so that an accurate figure can be provided. If the rate of withdrawal is greater than the rate of additions, then the library would have a good case for an increase in the book fund.

## **6.5 Annual Report**

An annual report gives an update of activities of the library during the year. It affords the library an opportunity to demonstrate the progress made during the period under review drawing attention to various progresses made, some weaknesses of the library and to suggest possible lines of improvement and development in the library. Annual reports are therefore very essential for the publicity of libraries. Occasionally, it may attract support for the library in terms of funds or materials and can also help to raise the image of the library.

The library annual report may be used for the following purposes:

- show how your library contributes to teaching and learning, and relate this to your school's strategic and annual plans.
- show how the library team works together with teachers and the school community.
- acknowledge the support of school leadership and others, including volunteer help and donations.
- show how library funds have been used.
- identify priority areas for development for the coming year and seek the stakeholders' support.

The annual report of the school library should highlight the following:

- Registered members
- New additions to the library stock
- The total of the stock of library materials within the year
- Books borrowed, withdrawn, lost, damaged, repaired, etc.
- library management committee activities
- Staff issues
- Library materials purchased
- Donations received
- Events - reading festival
- Visitors to the library
- Projections for the future



## 7.0 MANAGEMENT OF CLASSROOM LIBRARIES

This section aims to provide some guidance on the development, organisation and maintenance of a classroom library.

### **The concept of a classroom library**

Not every school can own a conventional school library. A make-do space or designated place in a classroom can be created where learners, teachers and others can access a collection of books and non-book materials for the purpose of reading or research.

The place for the library can be a complete classroom, a corner in the headteacher's office or a central location in the classroom such as a locker or in an organised receptacle which can serve the purpose of book storage.

This concept can be operationalised in any school at the level of a kindergarten, primary or JHS classroom and the rules for lending and returning books in a school library system apply to managing a classroom library.

### **The purpose of classroom libraries**

- To offer teachers and pupils the opportunity to closely interact with reading materials to support literacy instruction and all curriculum subjects on day to day basis.
- To make children have access to readily available level readers.
- To create an atmosphere in the classroom for independent reading.
- To make children have access to take-home reading materials to continue reading outside school hours.
- To offer pupils the opportunity to learn about the importance of books, books selection, and to adopt good reading habits and styles that will make them enjoy reading.
- To encourage children from KG1-Primary 6 to acquire the habit of borrowing and returning books.
- To support children and their parents to learn the rudiments of organising and maintaining personal and home libraries, as well as the handling and caring for library books.

## **The management of a classroom library**

The day-to-day activities of a classroom library are under the management of the classroom teacher, who must however, keep a record of:

- Borrower
- The book borrowed
- The date it was borrowed
- The returning date
- Targeted Reading log

## **Equipment resources in a classroom library**

- One bookshelf/ bookcase or two.
- Plastic, cane or metal baskets or bin.
- Labels and borrowing cards or books.

## **Types of books for a classroom library**

A classroom library, serving the needs of kindergarten and primary children, must have a rich collection of:

- ▶ Supplementary readers which could be fiction such as fairy tales, Ananse stories, bedtime series, books of adventure, or non-fiction books like sports as well as children’s dictionary.
- ▶ Skill building books: drawing books, picture reading, spelling books, etc.
- ▶ Curriculum related books: Literacy, mathematics, science (books on animals, plants, weather, rocks, environment, gardening) religion, Our World and Our People, etc.
- ▶ Magazines and newspapers.
- ▶ Music and song books or computer-related devices and games.
- ▶ Rhyme and poetry books.
- ▶ Reference books.
- ▶ Myths and folktales.

## **The organisation of classroom library**

1. Even though you may not be a professional librarian, wear a ‘librarian hat’. Read around the subject or get orientation from an experienced

teacher to enable you get some knowledge and skills to make things work for you. The best plan is to adopt a system that will enable you and your pupils to select and return books easily.

2. Create labels and use them to mark or label the books to show that they are coming from your classroom library. This will enable parents to help return the books to your library.

3. Store the books in book baskets or any receptacle of your choice but containers you use must be labelled with adhesive stickers. Find a place in the classroom where it is a bit spacious.

4. Design your own way of sorting and categorising the books. There are no hard and fast rules for a classroom library here. You may do so to match with the daily curriculum subjects or in accordance with the interests and abilities of the children. You may also sort books by subject, title or authors. Some teachers sort the books according to the level reading ability of the children but this may be a bit difficult for many people.

5. Provide a seating area which could be chairs or mats for independent reading.

6. Plan the library to ease selection and putting back borrowed books.

### **Managing take-home books through reading logs**

To make optimum use of take-home books and encouraging reading of library materials outside of school, teachers must set up reading log for each child. A reading log is a journal or diary where children can enter their reading activities. It informs both parents and teachers about titles borrowed, what the child reads, when they read the book and how many pages the child read. Reading logs help to track reading and ensure that the child is reading assigned library books over a period.

## Sample reading log

<b>Date started -----Date completed -----</b>	
<b>Title of book</b>	
<b>Author</b>	
<b>Number of pages read</b>	
<b>Genre of the book</b>	
<b>Main characters of the book</b>	
<b>Main plot of the book</b>	

## Ideas for building a successful classroom library

Some experts suggest the consideration of the following ideas when stocking a classroom library. (<https://www.scholastic.com>, *Fountas and Pinnell (2006)*)

### Collection:

A classroom library could have a minimum collection of about 10 books per student. A class of 25 pupils may therefore have nearly 250 books in the library. For each collection, 50-70 percent must consist of non-fiction books while 10 percent should be reference books. 25 percent could consist of multicultural books in all the 11 approved Languages ( Ashanti Twi, Akuapem Twi, Fante, Nzema, Dagbani, Dangme, Ga, Ewe, Kasem, Dagaare and Gonja).

### Age of the books

The currency of books in the library is critical. The age of publication of at least 30% of the books in a classroom library should be in the last 3–5 years. Every year, a minimum of five new books per student could be procured and added to the library.

## Reading level of the books and performance at grade level

The ultimate goal of the classroom library is to build basic reading skills, enhance pupil performance and improve reading level outcomes. It is not advisable to keep the books at the same reading level of the children. The level should be expanded to cover over two to three years above and two to three years below the reading level of the grade or class. The Ministry of Education has developed the Annual Status of Education Report (ASER) tools to help teachers to assess the reading level of their classes. (For more information about the ASER tool, consult the NaCCA Secretariat or the STARS project team at the Basic Education Division, GES).

## Supplementary readers

Children enjoy reading popular titles at every grade level. Favourite titles in some Ghanaian schools are as follows: *Lizzie Who Liked Oranges*, *Tom Sawyer*, *Gulliver's travels*, *The Marriage of Anasewah*, *Ananse stories*, *Jack and the Beans Stalk*, *Dilemma of a Ghost*, *Dora is Growing up*, *Sleeping Beauty*, *Snow White*, *Cinderella*, *Peter Pan*, *Why God lives far Away*, *The Greedy Tortoise*, *The Magic Box*, *The Empress' New Clothes*, *My Baby Sister*, *The Lady who refused to Bow*, *The Story Ananse told*, *Jealousy Does Not Pay and Other Stories etc.*

Procure multiple copies of all popular titles in your school for your classroom library. This will enable several students to access the same books at the same time.

Also, ensure that supplementary readers are also in accessible format for all learners including those with special educational needs.

Depending on the class level, and the exposure of the children, you may want to include some e-books and digital text in your class library collection.

As a beginning teacher, you may consult NaCCA, some publishers and booksellers to provide you with a list of culturally relevant and recommended books and children's literature available for purchase for your library.

## **Involving the children in managing the classroom**

Children's interest is paramount in participating in the library use and management. For pre-schoolers, book exploration is the goal. Arrange the books according to themes: *All-Around Me* topics such as *family, animal, plants, Special Places in the Community, Special People in my Community, Celebrations and Festivals*, Read aloud books and picture reading. As the children progress from primary to JHS, consider their curriculum interest. Organise the books by themes, topic, genre, author, series, etc.

To minimise deviant behaviour among primary and kindergarten school children, it is very important to train the children on how to “own” the library. Experts stress the importance of involving children in managing the library so that they feel they are the owners in the establishment and using the library. Involve them in arranging the books and the book baskets. They should also feel free to pick the books they need on their own and put them away when they finish reading the book. Monitor the process.

You should trust the children to check out and return borrowed books. Train them in the use of journals to make entries when they pick books and when they return them.

## **8.0 DELINQUENT / DEVIANT BEHAVIOUR IN LIBRARIES**

A delinquent or deviant behaviour is the behaviour that is not normally expected from a library user.

Delinquent or deviant behaviour in libraries may include:

- Theft
- Mutilation of library books
- Noise making
- Keeping overdue books
- Using other patrons' tickets (Impersonation)
- Hiding books in the library
- Failure to observe library regulations
- Refusing to pay fines
- Reserving seats unjustifiably
- Eating in the library
- Disorderly conduct
- Indecent dressing
- Littering the library
- Removal of date due slips
- Writing in books and journals

### **8.1 How to deal with Deviant behaviours**

Deviant behaviour may be controlled by the following means:

- User education
- Vigilance by library staff
- Caution/warning to deviants
- Suspension in the use of library
- Posting of notices

Although these measures may to some extent prevent deviant or delinquent behaviour in a library, it must be emphasized that all the measures do not work effectively at all times. What may work well in one school library may not necessarily work in another library.



## 9.0 LIBRARY SECURITY

The library has a duty to protect its collection in the interest of users.

The following measures may be put in place to ensure the security of materials in the library.

- All bags are not to be allowed into the library.
- Circulation desk must be placed near the entrance to the library so that movement of patrons in and out of the library can be monitored.
- Important books must be kept on reserve under close supervision.
- Modern security measures such as the use of sensitive metals to laminate books so that if they are not properly checked out they can trigger an alarm.
- Undertake personal searches on suspected individuals.
- Many thefts occur in the library because of difficulties in getting access to the books. More copies of popular books should therefore be provided.



## 10.0 READING PROMOTION

### 10.1 Reading Festival

Reading Festival is an occasion that provides opportunity for learners to share and display their skills in reading with other children. It is an occasion characterised by fun and enriched with reading lessons such as sharing their favourite book through a storyboard display. It enhances and encourages reading at all levels. It also rallies a nation behind schools, teachers and learners to work collaboratively to promote reading.

The main purpose of the Reading Festival, is to bring together learners, teachers and other stakeholders – *such as traditional and opinion leaders, parents, guardians, education administrators, etc.* – to observe or participate in various activities for the purpose of encouraging and promoting reading as a way of life for our children whether they are in school, at home, churches, mosques, libraries, workplaces, etc.

#### How Reading Festival is organised

Learners will play many fun games that are carefully designed to reinforce all the five reading skills. Participants may be given certificates of participation and excellence in the fun games. These fun activities may include:

- story reading,
- storytelling,
- story writing,
- reading aloud,
- reading comprehension,
- word formation,
- vocabulary development,
- spelling bees in English and Ghanaian Languages,
- poetry recitals,
- the odd one out,
- pick & act,
- charade,
- scrabble puzzles,
- digital zone interactions,

- drawing to tell a story,
- comic/cartoon strip,
- story prediction,
- adult and child games,
- guided book discovery,
- picture walk,
- picture reading,
- adult reading,
- alphabet sorting,
- formation of words from pictures,
- picture sequencing,
- role play,
- choreography dance,
- re-arranging jumbled sentences into logical paragraphs,
- re-arranging words into sentences,
- guessing the first letter,
- post-it bingo,
- treasure hunt,
- wall magazine,
- echo reading,
- rhymes,
- traditional drumming and dancing,
- floats, by the children and teachers, on principal streets to create awareness about the Reading Festivals and the need for reading.

### **Pre-Reading Festival Activities**

Preparation for the reading festival starts at the beginning of the academic year with a good reading programme in the classroom. Teachers follow well-laid reading plan which enables learners to exercise mastery over all the five reading skills, thereby, making reading fun games a second place for learners.

### **Guide to Organisers**

Orientation (by Core-Committee)

There will be an orientation for all teachers whose learners will be participating in the reading festival. This will cover:

- The objectives of the festival
- Organisation of the festival
- Rules and regulations of the festival

### **The Reading Festival Core-Committee**

The Core-Committee of the Reading Festival (RF) is an oversight committee responsible for planning, implementing, monitoring, and evaluating a reading festival. It is the first committee to be formed before the beginning of the planning process. The Core-Committee should constitute:

- Chairman
- Vice Chairman
- Secretary
- Assistant Secretary
- Treasurer
- Financial Secretary
- Child Rep.
- Other Co-opted Members

A well-organised core-committee should:

- ascertain and agree on the event details and the work of the committee,
- establish clear expectations and responsibilities for every member of the committee,
- come out with time schedules to ensure that meetings and other commitments are well planned with clear agenda and guidelines,
- establish relevant sub-committees with assigned responsibilities.

### **The Reading Festival Sub-Committee**

Sub-Committees are supporting teams that assist the core-committee in the planning, implementing, monitoring and evaluating a reading festival. These committees are given assigned roles, tasks and responsibilities. They are established based on a need with clearly defined terms of reference.

**NB:** Sub-committees do not have the authority to take, approve and implement a decision. They take orders and guidelines from the core-committee.

The following sub-committees have been suggested:

- Scheduling and Reservation (theme, date, venue, programme of activities, etc.)
- Media and Publicity
- Funding and Sponsorship
- Security, Health and Sanitation
- Protocol, Participants and Permit
- Logistics

### **Event Planning Guide and Checklist**

The most important part of running a successful event is planning. A *planning guide* is a document developed through the process of brainstorming, critical thinking, identifying, and deciding on activities and issues required to achieve a desired goal of an event. A planning guide also helps in the identification and allocation of resources to implement, deliver and achieve a safe and successful event within a designated timeframe.

A *checklist* is a list of various activities and issues with timelines that have been suggested in a planning guide to direct assigned committee members on what, who and when an activity has to be done to ensure accountability, quality and success of an event.

The core-committee of the reading festival, with the assistance of the designated sub-committees, identifies the major activities and issues associated with the event. They brainstorm, decide and come out with a planning guide with a checklist for a successful reading festival.

Generally, the type, scope and importance of an event determine what elements to include in the event brief. Planners should also be guided by the purpose and objectives of the event.

For example, what are we trying to achieve, why, how and when? Answers to these questions set the guidelines for the planning process with clear understanding.

The planning guide for a reading festival should include the following information and important documents:

- purpose of the event: e.g. key aims and objectives.
- event details: e.g. venue, time, date, target audience and anticipated numbers, key stakeholders.
- event plan/task list: e.g. listing all the tasks required to deliver the event (see page 79 for a sample).
- desired outcomes: projected expectations of the event e.g. target audience, level of performance, sensitisation on the importance of reading, etc.
- event budget and expenses: e.g. sources of funding and sponsorship.
- human and material resources required: e.g. ushers, security personnel, paramedics, canopies, furniture, public address system, booths, audio-visuals, etc.
- programme schedule or run-sheet (including contact list).
- site plan and other details about the venue.
- advertising and publicity, marketing and promotions plan: e.g. media release(s).
- emergency and risk management plan: e.g. rescue and evacuation plan, contingency plan and incident reports.
- contracts with suppliers and entertainers.
- traffic management plan.
- permits required: e.g. including temporary food stall approvals, etc.

### ***Scheduling the event***

Confirm the date and time of the event as early as possible. For example, if it is a minor event such as a school-based reading festival, planning may only take a month. However, for a larger event such as a circuit, district or regional reading festival, allow at least three to six months for planning.

The date and time of the event may be specified by the core-committee or group running the event. Consider the nature of the event itself, other events clash, or the availability of a particular guest or speaker. It is important to ensure that the following are made or can be available before setting the date and time of the event:

**Dignitaries or VIPS:** if a Minister of State, Member of Parliament, Board Chairman, etc. is to attend the event, contact the person responsible for his/her appointment as early as possible to assist with the selection of a date and time. The earlier the date and time for the event is confirmed, the better for detailed planning to begin. Once the date has been fixed, all key stakeholders should be notified.

**Venue for the event:** it is critical to select the right venue for a reading festival. The event organisers should inspect the venue as early as possible to make sure it is suitable. Consider the size, capacity and facilities such as electric power, water, toilets, shelter, site layout, nature of the ground (gravel, waterlog, marshy, dusty, weedy, rocky, undulating, etc.), requirements for indoor or outdoor activity, access for the disabled, proximity of location to public transport and adequate parking space for vehicles, approximate travel time to get to the venue, etc.

### *Addressing cultural issues:*

The event organisers should determine if specific cultural issues need to be noted and addressed. Cultural issues can have an impact on the success or failure of an event and can affect the following:

- where the event is held.
- when the event should be held.
- who should be invited.
- who should speak.
- what food and drinks should be served.
- what cultural protocols should be adhered to.
- what music and dance should be performed.
- what costumes and props should be used, etc.

Customs related to greeting etiquette, seating arrangements, dress and eating can be of great importance. For example, followers of many religions observe particular dietary requirements, and an awareness of these and other cultural customs can prevent embarrassment. Event organisers can seek interpretation, advice and guidance on cultural and religious matters from the traditional authorities, religious leaders, local key stakeholders or other agencies.

### ***The Guest List***

Ascertain the availability of a guest list. Ensure that all relevant stakeholders and invited guests attend the event. Consider inviting the following:

- Representative(s) of the Traditional Council
- Member(s) of Parliament (MPs),
- Representatives from the Local Government (MMDCEs)
- Leaders of Faith-Based Organisations
- Circuit Supervisor(s)
- Assembly Members
- Head of RMMD Health Directorate
- Head of MMD Security
- Heads of Various Departments and Organisations
- NGOs, CBSs and CBOs
- Book Writers, Publishers and Sellers
- Agencies of the MoE
- Headteacher(s)
- Classroom Teacher(s)
- SMC/PTA Members
- Parents
- Media

**NB:** Create a database of guests for future use. For example:

- Name,
- Address,
- Designation,
- Phone number,
- Email address, etc.

The presence and participation of an invited guest may depend on some of the following factors:

- the nature and purpose of the event
- the importance of the event to the invitee
- the resourcefulness and seriousness of the event organisers
- status in the community
- relationship to the event organisers
- passion and interest in the event
- linkage of the event to the job description of the invitee

- media and publicity of the event
- success stories of past events
- socio-economic, political and cultural values of the event

When inviting special guests, the organisers must:

- send a written letter of invitation or invitation cards by hand delivery, post or electronic (social media);
- give enough advance notice to allow the invitee to prepare for and attend the event;
- provide the details of the event: date, time and venue;
- attach sample of the programme indicating details of the role the invitee is expected to play during the event;
- provide contact details of one key person for further inquiries by the invitee;
- request for response to ascertain the availability and presence of the invitee.

When the invited guests have confirmed their participation, the event organisers must provide information about the event to the officer who will prepare briefing notes for them.

It is important that invitation to special guests include the contact details of someone who is able and available to provide details of every information required on the reading festival. Make sure to include telephone numbers that can be contacted during and after working hours. Mobile numbers are suggested.

### **Protocol**

Protocol is the laid down procedures and principles to follow when dealing with high profile dignitaries. It requires tactful and strict adherence to procedures to ensure that both official and unofficial events are planned and implemented in accordance with a set of rules that are accepted and respected by all the people involved.

Following protocol procedures promote positive relations leading to the realisation of set event objectives and expected outcomes. For example, the

most senior person from the event organisers should meet the dignitaries or special guests on arrival and usher them to their reserved seats.

### ***Protocols during the event***

The most senior person from the event organisers should meet the dignitaries or special guests on arrival and:

- usher them to their reserved seats.
- accompany them at all times during the event.
- see them off after the event.

### ***Reading Festival Games***

Fun games will be skillfully structured around the five main reading skills, code-named:

- Phonemic Awareness games
- Phonics games
- Reading Fluency games
- Vocabulary Games
- Reading Comprehension games

This is very necessary to ensure that the festival is full of fun, yet full of reading lessons.

### ***Categories***

Games should be played by learners according to their grade levels.

The categories are as follows:

- Early Childhood (Kindergarten)
- Lower Primary

### **Game of the Day**

The climax of the festival will be “game of the day.” Game of the day would be learners’ display of their favourite story through story board display.

### **GUIDELINES FOR STORYBOARD DISPLAY: FICTION**

#### **Step 1: Bibliographic Information**

Use the title page to identify the bibliographic information.

- **Title:** Name of the book. Make sure the title is underlined or use italics if typing.

- **Author:** The person who wrote the words or text in a book.
- **Illustrator:** The person who contributed the pictures.
- **Publisher:** The Company that printed and distributed the book.
- **Copyright Date:** The year the book was published. Look for the © symbol in front of the date.

## Step 2: Setting

There are **2 parts** to a book’s setting. You must include both!

- **Time** – when did the story happen? Be specific!
- **Place** – where did the story take place? If the story takes place in more than one location, choose only the most important place.

## Step 3: Author’s Purpose

Why did the author write the story?

- To entertain (all fiction is written to entertain)
  - To inform (historical fiction informs)
  - To persuade (does the book inspire me to do or become something?)
  - A combination of the above
- The author wrote the book to.....

## Step 4: Tone/Mood

How does the author want you to feel when you read the story?

(e.g., sad, happy, scared, curious).

The author wants the reader to feel.....

## Step 5: Main Characters

Do not list more than three characters. Write a short description of each character. Use adjectives to describe the characters. **Do not** tell the story in this step. The characters listed below **must** be mentioned in the summary.

- Name:  
Short description:
- Name:  
Short description:
- Name:  
Short description:

## Step 6: Conflict

What is the **main** problem in the story? Choose only one problem.

## Step 7: Solution/Resolution

How is the problem solved?

## GUIDELINES FOR STORYBOARD DISPLAY: NON-FICTION

### Step 1: Bibliographic Information

Use the title page to identify the bibliographic information.

- **Title:** Name of the book. Make sure the title is underlined or use italics if typing.
- **Author:** The person who wrote the words or text in a book.
- **Illustrator:** The person who contributed the pictures.
- **Publisher:** The Company that printed and distributed the book.
- **Copyright Date:** The year the book was published. Look for the © symbol in front of the date.

### Step 2: My Predictions

- Based on what I already know about the topic of my book, I predict that I will learn the following:
- After reading my book, I predict that the following will happen next or as a result of this event:

### Step 3: Information for Summary and Graphic Organiser

Fill in the blanks with facts from your book. You may not have information for every blank. **You do not have to fill in the blanks if the information is not in your book.**

- Topic:
- Important details:
- Important events:
- Jobs or careers related to topic:
- Inventions/Contributions:
- Problems:
- The world changed because:
- Other information I want to include in my summary or graphic organiser:

#### Step 4: Graphic Organiser

A graphic organiser is a visual display or picture of information. You **MUST** include a graphic organiser summarising the events in your person's life. Use the information gathered from **Step 3**. Have fun and be creative! If you need more ideas to create your graphic organiser, ask your teacher.

#### Step 5: Summary

##### **DO NOT RETELL THE STORY!**

Summarise what happened in the story. Use the information from Step 3 to write a brief summary of your non-fiction text.

#### Step 6: Student-made Connections

**Choose one or more of the following ways you feel connected to the person in your biography.**

- **Text - Self**

I can identify with this topic, because it reminds me of when I \_\_\_\_\_

- **Text - Text**

My biography reminds me of the book \_\_\_\_\_  
*(title of the book)*

by \_\_\_\_\_  
*(author)*

because \_\_\_\_\_.

#### Step 7: Author's Purpose

Why did the author write the book?

- To **entertain**
- To **inform**
- To **persuade** (Does the book inspire me to do or become something?)
- A combination of the above

The author wrote the book to \_\_\_\_\_.

#### Step 8: Genre

What is the genre of your selected text? Use a complete sentence.

- **Instructional:** Describes how something is done or made.
- **Explanatory:** Tells what happened or how something works, with defined reasons.

- **Report:** Tells how things are discovered.
- **Discussion:** Looks at both sides of an idea and makes a decision.
- **Opinion:** Decides on a point-of-view and has reasons to support the view.
- **Relate:** Retells the information or events for an audience.

### Step 9: Follow-up Questions

After reading this book, I would like to ask \_\_\_\_\_ (Author of the book) the following questions about \_\_\_\_\_ (Topic of the book)

1. \_\_\_\_\_ ?
2. \_\_\_\_\_ ?

## MEDIA AND PUBLICITY

Media engagement is one of the important activities of planning an event such as ‘Reading Festival’. There is, therefore, the need to create public awareness of the event to ensure maximum participation.

The organisers have to consider the best and most effective way of engaging the media (print and electronic) to advertise and promote the ‘Reading Festival’. The common forms of media and publicity include the local newspapers, radio and television stations. Others are posters, flyers, handbills, e-mail, WhatsApp, Twitter, Facebook, blogging and websites. For effective and efficient result oriented media engagement, using a combination of these media is recommended.

Getting it right means starting early: craft your message as early as practicable if date and venue have been agreed upon. Develop timeline for media engagements and publicity then roll it out.

### Signage

Clear and appropriate signage is necessary. The organisers have to liaise with the local government (MMDs) about when and where signage can be posted. Examples of signage required for the ‘Reading Festival’ include:

- Car Park: entrances and exits
- Washroom (toilet and urinal)

- First Aid Booth
- Security Information desk (Incident Control and Report Centre)
- Communication Desk

## **Brief Guidelines for Media Engagement and Publicity**

Ways of using the media effectively

- Send out a media/press release.
- Arrange for a radio/TV talk show on the event.
- Write a brief story about the event and publish it online. Many organisations with an online presence have calendars that you can use to advertise your event.
- Social Media: create a Facebook account, WhatsApp Video/ message etc. and circulate on social media.

**Media/Press release:** A media/press release is one of the simplest ways to inform the media of the upcoming event. Some tips for writing effective media releases are:

- Keep it short and straight to the point: preferably not more than one A4 page and ensure you include all relevant information – name, time, date, venue, purpose of event, key activities, special guests, etc.
- Include contact details for further enquiries.
- Send your media release to as many relevant media contacts as possible to increase your chances of the story being printed or aired.

## **Funding and Sponsorship**

### ***Financial Planning***

For an effective organisation of an event like ‘Reading Festival’ funding cannot be ruled out. The organisers need to make sure funding has been secured to make the event financially viable. The following may be considered as a guide:

**Budget:** The first step is to come out with a budget. This must be realistic and also based on projected income and sources. These can be categorised into two:

- A. Earned income:** this is an income earned through sales of:
- Paraphernalia or souvenirs specially prepared for the festival,
  - Short stories written and illustrated by pupils,
  - Broch and other creative works by pupils for the festival.
- B. Unearned income:** this may come from:
- Partners,
  - Headline/Title Sponsors,
  - Donations from individuals, philanthropists and organisations
  - Public sector grants,
  - Opinion Leaders and Stakeholder e.g. Traditional Leaders, Political Figures, Religious Leaders, Faith-Based Organisations, PTAs, SMCs and Old Students.

When developing budget for the Reading Festival, the organisers may consider the cost of:

- hiring venue
- hiring audiovisual equipment: Public Address System
- hiring canopies, stage, etc.
- hiring chairs and tables
- hiring mobile toilets, urinals and waste bins
- engaging technicians: electricians, etc.
- engaging entertainers and performers
- hiring buses to convey participants
- media engagement and publicity (marketing and promotion)
- catering: food, beverages, wait staff, etc.
- power consumption and hiring of generator
- permit
- security
- photographer
- administrative and coordinating activities: stationery, telephone calls, printing and distribution of letters, etc.
- first aid and paramedics arrangements
- provision for contingency: about 10 percent is recommended as a guide.

Organisers are further advised to follow the ‘Procurement Law’ by getting at least three quotations or invoices from potential suppliers and service providers for competitive bidding.

**Proposal:** the next activity to consider is the writing of a proposal. The proposal should entail the following:

- Background
- Rationale
- Objectives
- Target beneficiaries
- Date and venue
- Partnership and sponsorship benefits
- Budget

### **Titbits on how to source for funding and sponsorship**

Sourcing funding and sponsorship is essential for organising an effective Reading Festival. Before applying for funding or seeking sponsorship, it is important to ensure that all core issues for organising and managing a Reading Festival has been considered and, where possible, addressed.

- It is advised that several funding options must be considered and not relying on just one or two sources.
- Applying for funding and sponsorship can be complex and time consuming. Institutions and organisations that fund educational events such as Reading Festival, do so for different purposes. The Funding and Sponsorship Sub-committee must research and ascertain what the interests and benefits their target sponsors and funders look for
- Each funding body has different criteria and conditions of funding and it is important that F&S Sub-committee becomes aware of these before submitting an application for funding.
- ▶ In submitting funding applications:
  - allow enough time because some institutions take up to six months to process grants.
  - be aware of deadlines for submission of applications and proposal for sponsorship.

- be aware of the terms and conditions of the funding agency.
- propose a realistic budget.
- be as detailed as possible.

**Agreement:** It is always important to develop and complete some sort of agreement between the organisers and the sponsors. This agreement should include the terms discussed for the sponsorship. This agreement must be signed by both sides. Ensure commitment to the terms of the agreement. Some of these commitments may include the inclusion of logos on publicity materials or mentioning in social media etc.

**On-site Presence:** Not every sponsor may choose to be present during the Reading Festival event. However, if they want their presence felt and recognised, these are a few suggestions for your consideration:

- Seat(s) for representative(s) or guests of the sponsor(s).
- Provision of exhibition corner, booth or tent.
- Display of signage, pullup banner, teardrops, etc. provided by the sponsor.
- Distribution of handbills, flyers and other branded materials.

## **Security, Health and Sanitation**

**Security:** Security of an event includes not only the safety of the people but also crowd management. These are essential elements that ensure the success of an event and the safety of the public. Every event has its security requirements. The core-committee for the ‘Reading Festival’ needs to critically consider the risks involved in the event. They may ask the following questions:

- “What could happen?”
- “What if?”

The answers to these questions will help determine the type of security needed: police and/or peer security (student cadets).

### ***Brief guidelines on how to ensure safe security:***

- To hold a ‘Reading Festival’ in a fenced or enclosed area, adequate entry and exit points should be provided. Routes to

exit points should be kept clear of obstructions. Entry, exit and assembly points should be clearly marked on the site plan for the event.

- Any electrical installation for the ‘Reading Festival’ needs to be certified by qualified electrician in conformity with provisions by the ECG Regulations and Requirements.
- Provision should be made for a standby:
- Qualified electrician,
- Generator in case of power outage,
- The use of temporary structures such as stage, platform, canopies, tents, pavilions or booths, seating stands, pre-fabricated and collapsible items, must be critically examined for maximum safety.

Incident Control Centre (ICC): The ICC is a center manned by:

- Police Officer
- Peer security Officer
- Health Officer
- Rep. of the SHS Sub-committee

Members of the SHS Sub-committee must be in constant contact with the CC members throughout the ‘Reading Festival’ period for effective monitoring and reporting as a control measure to ensure maximum security. The ICC must be able to control and communicate with the crowd during the event as and when necessary. The center must be easily accessible to ambulances and other Emergency Service vehicles.

***First Aid Arrangements:*** The SHS Subcommittee must have a plan of managing incidents on the day of the ‘Reading Festival’ and make it available to all stakeholders – Core-Committee members, Police and emergency service personnel. The plan should include:

- Detailed First Aid arrangements for on-site emergencies.
- Event First Aid Team (Red Cross, St. John’s Ambulance, Health Assistants, etc.).
- Acquisition of First Aid Items.
- Onsite Ambulance with Paramedics.

- Incident Report Forms (see page 83).
- Contact of the Police.
- Contact of the Fire Service.
- Contact of the local Ambulance Service.
- Specify arrangements to request further police and other emergency services assistance.
- Establish an Incident Control Center (ICC).
- Plan medium of communication on the day.

**Note:** For the purposes of the law, venue of an event (e.g. the Reading Festival), is considered a crime scene when an incident occurs and thus comes under the total control of the police.

**Lost and Stolen Property/Lost Children:** the SHS Sub-committee must make provisions for reporting and recovery of lost or stolen items as well as children.

**Incident Reports:** The SHS Sub-committee must ensure that all incidents are recorded in the following format:

- Name of Event
- Event Manager
- Date and Time of Incident
- Description of Incident
- Persons involved Name, Address, Phone
- Action taken

**Temporary Food Stalls:** The provision of a variety of quality, neat and affordable food at public events contributes to the comfort of patrons. The event organisers must ensure that Food Vendors are provided with permit from the local government authority. The organisers should therefore be aware of the basic requirements for the permit.

**NB:** Details of the food businesses and type of food that the vendor will provide at the ‘Reading Festival’ is important.

**Washroom (toilets and urinals):** The number of toilets and urinals to be provided will depend on the following factors:

- Anticipated crowd numbers.
- Sex of participants, audience and guests (women require more facilities than men).
- Duration of the event.

The following must also be considered:

- Provision for people with disabilities.
- Cleaning schedule for the toilets and urinals.
- Restocking of supplies for toilets and urinals on regular basis.

**Water:** Sufficient water must be made available freely for the Reading Festival with clear directional signage.

**Waste Management:** Waste management should be considered as one of the major priorities. Provisions have to be made for:

- Waste bins
- Adequate cleaners
- Cleaning before, during and after the event

### **Protocol, Participants and Permit**

**Permit:** Organising an event with over 300 attendees needs a permit to safeguard any unforeseen incident. The Organisers must contact the local government authority for a permit to host the Reading Festival.

If the organisers would be going on procession as part of the community sensitisation and awareness creation for the event, a route map must be submitted to the police for permit and police escort.

In case there would be the need for the closure of a street, the organisers must submit a professionally created street closure map. The organisers must further take steps to acquire a street closure consent form from the Police and warning/safety signs. A written consent from nearby businesses that may be affected by the street closure must also be obtained.

**Site Plan for the Event:** This is a map which shows the ground plan and locations of all activities: canopies, seating arrangements, official dais,

activity booths, washrooms, information centres, first aid and paramedic's stands, car parks, security and assembling points, etc.

### **Catering**

The choice of food and beverages for the event will be determined by:

- Budget
- Type of participants
- Duration of event
- Cultural or religious considerations
- Dietary requirements for guests, etc.

### **The Reading Festival Day Activities**

**The Leads:** As the day of the event approaches, some form of mixed feelings begin to surface: excitement and anxiety. The following event checklist has been designed to guide the organisers till the event day:

#### 1-2 Weeks Prior to the Event

- Check and confirm Participants and Guests List.
- Confirm numbers for catering services with the caterer.
- Crosscheck and affirm event dates and times with Presenters, Performers, Participants, Service Providers, etc.
- Hold pre-event meetings with coordinators, vendors, managers of the venue, volunteers, etc.
- Inspect the venue to ensure that all event spaces are intact.
- Ensure that the programme/brochure for the day are ready.
- Certify that all arrangements are on course.
- Prepare a 'Reading Festival Day Running Kit' and outline all items that would be needed for the smooth running of the event. E.g. Public Address System, Electric Power and Standby Generator, Official Dais, Lectern, Canopies, Tape, Scissors, Name Tags, Signage, etc.
- Send final information to attendees including directions, maps, and last minute details.
- Discuss severe weather logistics with the planning team (if hosting an outdoor event).
- Create a final to-do list to ensure all of your tasks are completed.

**Event Day:** On the event day, no matter how well you plan, prepare your mind for a few unexpected things to happen. Arrive at the venue early and run through your ‘Reading Festival Day Running Kit’. Stay until the end of the event. Plan some activities for children with special needs if there is any such school(s) in the District. (See page 81).

The Reading Festival Day Running Kit is very critical. It ensures that everyone is aware of what would be happening and whose responsibility it is to make it happen. The smooth running of an event depends to a greater extent on the people involved: knowing what, where and when activities are occurring. The Running Kit sets the timing and sequence of events such that every committee member knows what is happening and when. The run kit should include:

- What time all service providers, performers, organisers, participants and volunteers will arrive to set-up the ground.
- What time all dignitaries and VIPs will arrive.
- What time every activity is occurring: on-stage and off-stage
- What time all service providers, performers, organisers, participants and volunteers will pack up.

### ***Monitoring and tracking of activities for quality assurance:***

Develop a Reading Festival Event Monitoring Tool: These include:

#### **► Event Sign-in Sheets for:**

- School children
- Teachers (chaperones)
- PTA/SMC Members
- Education Officers: Circuit Supervisors, Headteachers, Frontline Officers, Directors etc.
- Invited Guests
- Sponsors
- Press, etc.

#### **► Event Reporting Sheet:**

- Type of Event
- Date
- Details of Venue
- Time Event Started

- Time Event Closed
- Master of Ceremony
- Guest Speaker
- Details of how it will run: Commentary on the event on activity base
- Total Number of People who attended
- School children
- Teachers
- Invited Guests
- Directors
- Incidents that occurred
- Remarks
- Moderators Guide

**Protocol:** Protocol on the day of the Reading Festival connotes how participants are received and ushered to their respective seating places with decorum.

If a Minister of State or his/her representative have been invited, it calls for special protocol arrangement: the most senior person from the host organisation must meet the Minister or his/her representative when they arrive, and accompany them at all times during the event.

Special people are assigned specific tasks to undertake: e.g. different ushers may be assigned to lead and direct individuals and groups of people to:

- ▶ Official dais
- ▶ Designated canopies and tents for:
  - Special Guests
  - Education Officers
  - School Children
  - Exhibition Booths/Galleries
  - Press Desk
  - Event Information Centre
  - Security Post, etc.

## Media and Publicity

Arrangements should be made for coverage: press, photographs and video recordings. If you have a transcript of the event, you can use it to caption your video. It is very important to note that, not everyone is comfortable being in photographs or videos. To address this issue, kindly make the audience aware that the event is going to be covered by the press, videoed and photographs taken.

## Disability Access

When organising a Reading Festival event, ensure that provision is made for disability access in order to make the event accessible and inclusive of all people in the community. Measures must be put in place to ensure that the event site is accessible to everyone. For example:

- Ramps for Wheelchair access
- Reserved front seats for people with hearing impairments
- Braille reading material (programme/brochure) for the blind

## Post-Reading Festival Day Activities

After the event, the organisers have to give themselves a few days to recuperate and rest. After a week, the core-committee has to arrange for a meeting with the various sub-committees for debriefing, reporting and evaluation. Seek feedback from staff, participants, volunteers and guests to make an informed assessment of the overall impact of the event.

**Evaluation:** It is important to carry out a thorough assessment to measure whether the purpose of the event was achieved. The entire members of the core-committee and sub-committees should meet to discuss, provide constructive and critical feedback. Successful aspects of the event should be documented. Areas that did not go well should be interrogated and suggestions made for improvement. The following suggested issues may be looked at:

- Invitations and responses
- Performances
- Security
- Venue

- PA System
- Sponsorship
- Participants
- Programme
- Media performance
- Supplies
- Achievement of goals and objectives
- Impact of the event on the community
- Should the event be repeated

**Thank you Letters/Notes:** Acknowledging the contributions of individuals and institutions to the success of the Reading Festival is not just a nice thing to do, but it also builds lasting positive relationships. Ensure that the following individuals and institutions are acknowledged:

- Sponsors
- Volunteers
- Speakers or presenters
- Entertainers
- Media outlets who provided coverage

**NB:** In your thank you letters/notes, inform recipients of the event's success and how the organisers appreciate their contribution (e.g. impact of the event on the community, number of attendees, etc.). Some of these thank you notes can be sent through email, WhatsApp, Twitter, Facebook, Thank You Card, Letters, etc.

### **Report to Management, Sponsors etc.**

The last activity is report writing and submission to management, partners and sponsors.

## Sample Budget

S/No	Description	Qty.	Freq.	Unit Cost	Total
1	Hiring of Canopies	10	1	20.00	200.00
2	Hiring of Chairs	400	1	2.00	800.00
3	Hiring of PA System	1	1	300.00	300.00
4	Provision for Generator and Electric Power	1	1	200.00	200.0
5	Purchase of Sachet Water	40 bags	1	3.50	140.00
6	Purchase of Bottled Water	5 boxes	1	20.00	100.00
7	Food and Beverages for School Children	300	1	5.00	1,500.00
8	Food and Beverages for Teachers	50	1	8.00	400.00
9	Food and Beverages for Dignitaries	50	1	10.00	500.00
10	Fuel for Mobilization	----	----	500.00	500.00
11	Units for Communication	----	----	100.00	100.00
12	Printing of Letters	----	----	100.00	100.00

13	Media and Publicity	----	----	1,000.00	1,000.00
14	Provision for Toilet Facilities	----	----	500.00	500.00
15	Provision for Security	----	----	200.00	200.00
16	Provision for First Aid	----	----	500.00	500.00

## Event Checklist

Have you:

- Established a planning committee and allocated roles and responsibilities?
- Established the purpose of your event— including the aims and objectives?
- Established the desired outcomes?
- Developed an event management plan?
- Established the target audience and anticipated numbers?
- Established the key stakeholders— including advising them of the event?
- Established the resources required?
- Established a task list—including responsibilities and deadlines?
- Established a budget and secured funding?
- Sourced and booked a venue?
- Scheduled event—time, date and format?
- Invited VIPs and dignitaries?
- Obtained quotes and secured suppliers— equipment and infrastructure?
- Developed a site plan?
- Organised public liability insurance?
- Developed a marketing and promotions plan?
- Developed a risk management plan— including contingencies?
- Developed an emergency plan?
- Developed a traffic management plan?
- Catered for disability access?

- Obtained any necessary permits/licences?
- Assessed signage requirements?
- Informed emergency services?
- Are first aid and fire extinguishers required?
- Developed the program content?
- Developed a run sheet?
- Developed a key contacts list?
- Conducted a staff/volunteers briefing session prior to the event?
- Conducted an evaluation/debrief session after the event?
- Sent thank you letters to speakers and sponsors?
- Produced a final income and expenditure report?

## **Suggested Programme Outline**

### **Part I**

- Pupils Seated
- Arrival of Guests amidst e.g. Background Music, Pre-Recorded Jingle/Information about Reading, Cultural Display, Drum Language, Appellations for Dignitaries, Recitation of Folklore, Announcements,
- Opening Prayer: By Selected/Trained Child(ren)
- Traditional
- Moslem
- Christianity
- National Anthem led by Selected and Trained Child(ren)
- Patriotic Song/National Pledge led by Child(ren)
- Introduction of Chairman and Dignitaries
- Chairman's Acceptance Speech
- Child-Led Activity: Performance by Selected/Trained Child(ren)
- Welcome Address and Purpose of Gathering: District Director
- Child-Led Activity: Performance by Selected/Trained Child(ren)
- Adult-Led Activities: Solidarity and Collaborative Speeches (DCE/MP/Chief/Queen mother/Financier/Sponsor etc.)

- Child-Led Activity: Children’s Message to Stakeholders such as Government, DPs (UNICEF & Learning), Parents/ Guardians, FBOs, etc.

### **Part II**

- Official Opening of Reading Festival by Guest Speaker
- Tour of Various Stations, Booths and Galleries to interact with Children and Teachers amidst performances etc.
- Children move in turns to the various Stations, Booths and Galleries to interact with the ‘Station Manager’ and Participate in the ‘Booth Activity’ for a given time.

### **Part III**

- CLOSING CEREMONY (30 MINUTES)
- Child-Led Activity: Performance
- Closing Remarks: Chairman
- Vote of Thanks: Child
- Refreshment:
- DEPARTURE

### **Sample Reading Festival Running Kit**

<b>S/No</b>	<b>Time</b>	<b>Activity</b>	<b>Responsibility</b>
1	6.00 am	Staff/volunteers arrive at the venue to clean the place, fix canopies, stage and dais; arrange chairs and tables; organise booths; fix PA system etc.	
2	7.00 am	Arrival of Placards	
3	8.00 am	Arrival of school children and the their teachers	
4	8.30 am	Procession through the principal streets with children	

5	9.00am	Caterers arrive at venue —Set up Water and Beverage	
6	9.00am	Arrival of Guests at Venue	
7	9.30am	Procession ends and school children arrive amidst jingles	
8	10.00am	Event Starts— MC welcomes Guests	
9	10.30am	Special Guest Delivers Speech	
10	11.00am	Opening of Reading Festival	
11	11.10am	Visits to Exhibition Booths, Galleries etc.	
12	12.30pm	Event Ends	
13	1.00pm	Refreshment and Departure	
14	2.00pm	Pack up Venue: Tables, Chairs, Canopies, Booths	

**NB:** Before the event, organise a briefing session for everybody involved with the event to go through the Reading Festival Running Kit. Ensure that all members of the event team are briefed on their assignments, duties and responsibilities. Make sure that audiovisual equipment for the event has been tested.

### **Incident report**

It is also important to ensure that you have an **incident report form** to record details of any incident that occurs. The purpose of an incident report is to document the exact details of the occurrence while it is fresh in the minds of those who witnessed the event.

**GA-DANGME SOUTH EDUCATION DIRECTORATE**  
**3<sup>RD</sup> READING FESTIVAL 2020**

**Date:** 15TH NOVEMBER, 2020

**Venue:** MUJI-MUJI PARK

***Theme:* READERS TODAY, LEADERS TOMORROW**

<b>S/No</b>	<b>Time</b>	<b>Description of incident</b>	<b>Person involved and address</b>	<b>Action taken</b>
1	8.15am	Metal rod fell while fixing the canopies on the head of a staff member resulting in a deep cut on his forehead.	Kwadwo Abrafi 0263980642	Was taken to the first aid post. His head was assessed, given first aid and referred to the Abokobi Clinic for treatment.
2	11.10am	A school girl fainted due to the hot weather	Mariam Tettey of R/C Primary	Mariam was taken to the first aid post. She was assessed and treated.



## 11.0 THE SCHOOL & COLLEGE LIBRARIES

### DEPARTMENT OF GHANA LIBRARY AUTHORITY (GhLA)

Over the years, it has been realised that the largest group of users of Ghana Library Authority's services are students whose main interest is to use such books which assist them directly to pass their examinations. There is evidence that many of these students, almost immediately after passing their examinations, cease to read serious books, except magazines and newspapers.

The Ghana Library Authority (GhLA), since the 1970s has found out that one of the reasons why many Ghanaians do not cultivate the reading habit was due to the absence of **good libraries** in schools. Even where there are school libraries, they are usually, with a few exceptions, very poorly organised and therefore ineffective. Consequently, students are compelled to depend entirely on their textbooks with no knowledge of the other resources available for wider reading.

A committee set up to investigate and help address this problem in our schools way back in 1967 made a number of findings during its investigations, and these included:

- (a) **Unsuitable accommodation:** most libraries in the Basic, Senior High and Training Colleges (now, Colleges of Education), are too small, and are only capable of seating a very small fraction of their student population.
- (b) **Poor furniture:** The furniture in the majority of libraries is poor, uneven and generally unsuitable for library purposes. In some cases, there are not enough chairs and tables to accommodate students.
- (c) Racks for periodicals are conspicuously absent from all but a few libraries.
- (d) Library provision in schools has evidently been haphazard and depended entirely on the interest and enthusiasm of the Headmaster or Principal.

- (e) The greatest defect in each school or college was the lack of proper library organisation.

Among the major recommendations submitted by the committee was that, the Ghana Library Authority, with its team of professional librarians, be empowered and asked to help run these libraries in schools and colleges, and also that, the requisite funding be made available for the acquisition of books and services.

These revealing findings, therefore, led to the establishment of the School and College Libraries Department of the Ghana Library Authority (then, a Board) in June, 1972. This unit was charged with the responsibility for advising and assisting in the establishment of good and effective libraries in all our schools.

### **DUTIES AND FUNCTIONS OF THE SCHOOL AND COLLEGE LIBRARIES DEPARTMENT (SCLD)**

Among the duties of the School and College Libraries Department (SCLD) included the following:

1. To arrange regular periodical visits to Schools and Colleges to advise and offer professional guidance and assistance in the reorganisation of libraries in our public schools.
2. To order and supply library books and periodicals to schools and colleges which would pay the library fees they collect to the Ghana Library Authority.
3. To help in the cataloguing, classification and processing of all books ordered through the Department for onward despatch to the schools.
4. To produce booklists, reading lists, manuals and other publications suitable and of interest to schools.
5. To conduct the necessary seminars, workshops and training courses for school Library Assistants and Tutors/Librarians across the country.
6. To build up a standard book collection from which teachers can examine and make their own selection.

7. To also act as the central clearing house for all local and international book donations for schools and colleges in Ghana.
8. To assist schools and colleges in their quest to automate or introduce bits of information technology in their operations, vis-à-vis, e-books or digitised materials.
9. Any other library-related need. With the above synopsis on the School & College Libraries Department (SCLD), one can readily see the tremendous benefits that schools and colleges stand to gain if they engage the Department for assistance.

The business contact for SCLD is therefore provided here below for any institution that may wish to enlist their services:

**The Head  
School & College Libraries Department  
(Ghana Library Authority)  
P. O. Box GP 663  
Accra, Ghana.**

**Tel: 0302 - 915 - 511**

**0302 - 665 - 083**

**0302 - 662 - 795**

**Mobile: +233 - 244 - 213487**

**E-mail: [edoffice@library.gov.gh](mailto:edoffice@library.gov.gh)**

## DEFINITION OF LIBRARY TERMS

### **Accession Number**

Each book, as it comes into the library, is given its own number, which is written into a register. This is its accession number, i.e. the first book received will be numbered 1, the second, 2, and so on. This number must not be confused with the classification number, which is a code for the subject of non-fiction books.

### **Accession Register**

A book in which the following information about each book is listed when it is obtained: Accession number, title, price, source of supply, date of withdrawal and reason for withdrawal.

### **Author(s)**

A person or persons who write a book.

### **Bibliography**

A list of books and articles where the reader may find further information about the subject or list of books and article the author has consulted. It is found at the back of many non-fiction books or at the end of article in encyclopaedias, on the same subject.

### **Blurb**

Tells what the book is about. It is found either in the front inside flap of the dust jacket, or on one of the first few pages of the book, or on the back cover.

### **Book Card**

A card kept in the pocket of a book when the book is on the shelf. When the book is out on loan, it is kept with the borrower's ticket in the issue tray.

### **Card Catalogue**

Contains cards with information about each book in the library. This can either be a box or cabinet containing drawers. Special catalogue cabinets have rods on which the cards are threaded.

## **Catalogue Cards**

A card on which is written information about each book in the library. Usually 7.5cm x 12.7cm in size. A punched hole at the bottom is for the rod, which keeps the cards in place in a catalogue cabinet. There are two basic cards for fiction (author and title), and three for non-fiction (author, title and subject).

## **Cataloguing**

The process of writing the bibliographic details of a book (or other library materials) in systematic order.

## **Class Number**

Refers to the place where the book is to be found on the shelf. It is labeled clearly on the spine of the book and appears on the top right hand corner of each catalogue card. The ‘class number’ of a fiction book is the first 3 letters of the author’s name and the class number of a non-fiction book is the classification number and the first 3 letters of the author’s name.

## **Classification**

Giving non-fiction books subject numbers so that books on the same subject are grouped together on the shelf, e.g. all books on African History go into subject number 960. The system used is called the Dewey Decimal Classification System.

## **Compiler**

A person or persons who collect stories, poems, etc., by many authors and put them together into a book.

## **Cross Reference**

A reference found in subject indexes, dictionaries, encyclopaedias and telephone directories which guides you from one heading to another, e.g. Cattle see also dairy farming; Soccer see Football.

## **Dewey Decimal Classification**

A system of classification used by most school libraries. It uses numbers, which group subjects into ten main classes, which have further subdivisions. It was designed by an American called Melvil Dewey in 1876.

**Editor**

A person who helps the publisher to arrange another person's material (stories, articles, etc.) into a book or newspaper. They are usually empowered to change the language, style, format, etc., after discussion with the author.

**Fiction**

An invented story made up by an author as opposed to non-fiction which presents facts or records.

**Filing**

The order in which any information (e.g. lists or cards) is put. Filing can be alphabetical or numerical.

**Foreword**

A short introduction to a book, usually by a person other than the author.

**Guide Cards**

Are used in dictionaries, telephone directories and encyclopaedias. They help to find the word you want quickly. They are found at the top of the page. The left hand word is the first word on the page and the right-hand word is the last.

**Illustrations**

Pictures, photographs, maps, etc. which are printed in the book.

**Illustrator**

The person who draws the pictures or sketches found in a book.

**Index**

An alphabetical list found at the back of most non-fiction books giving the page numbers of information contained in the book. It may also give details of maps, photos and illustrations and cross-references.

**Issue**

When users borrow books from a library, a record has to be kept of the books out on loan and this is referred to as the issue system.

**Main Entry**

Usually the author catalogue card which has all the information about a particular book, i.e. accession number, added entries, etc. (as opposed to the title and subject cards where this information is not listed).

**Manuscript or Typescript**

What is written or typed by the author before it is printed and turned into a book.

**Non-fiction**

Subject books, or books that are based on facts.

**Pagination**

The numbers in a book at the top or bottom of each page.

**Pamphlet**

A publication usually not more than 100 pages with soft covers. Also sometimes called a brochure.

**Paperback or Softback**

Books which have soft card covers, e.g. Pacesetters series, African Writers Series.

**Periodicals or Magazines**

A publication that is published at regular intervals, i.e. weekly, monthly, etc., e.g. Newsweek, West Africa, Reader's Digest, Time, etc.

**Preface**

An introduction to a book, stating its subject, scope or aims.

**Publisher**

The firm which arranges to have manuscripts made into books and then to sell the books, normally through booksellers.

**Reference Books**

Books that are used to find information quickly. They do not go out on loan, e.g. encyclopaedias, directories and other special books.

All reference books are non-fiction and are therefore given Dewey Classification Numbers.

### **Reserve**

A system which is used to keep books which are out on loan and which users want to read.

### **Review**

Tells you very briefly what the book is about and what the person writing the review thinks of the book. Usually, newspapers have columns where literary people give their opinions on new books.

### **Series**

A number of books that usually look alike and have the same series title, e.g. African Writers Series and Ladybird. Sometimes they are by the same author, but they can also be by different authors and on different subjects.

### **Spine**

The stitched end of the book we see when it is standing on a shelf

### **Subject**

What the book is about.

### **Table of Contents**

A list in the front of most books (after the title page) which gives the chapter headings or story titles and their page numbers.

### **Title**

The name or heading given to a book.

### **Title Page**

The page near the front of the book which has the title, series, author, illustrator, and publisher printed on it.

## **Withdrawals**

When a book is lost or damaged, all the records about the book must be removed from the catalogue, and we refer to this process as withdrawing a book. A note of this must also be made in the accession register in the withdrawals column.

## **Writing-off**

The process of withdrawing a book from the library stock.

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