

A STUDY OF THE MATERIAL RESOURCES IN TWO  
RESEARCH INSTITUTES LIBRARIES IN ZARIA

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## DECLARATION

I hereby declare solemnly that this thesis has been written by me as a record of my independent research effort. I also certify that the work has not been presented and or accepted in any previous application for any degree. All the various sources to which I am indebted to are properly and clearly acknowledged in the references. Therefore I accept responsibility for all errors in the research.

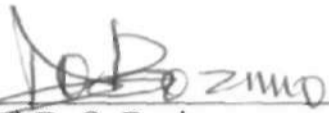
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## CERTIFICATION


This thesis entitled "A STUDY OF MATERIAL RESOURCES IN TWO RESEARCH LIBRARIES IN ZARIA" meets the regulations governing the award of the degree of Master of Library and Information Science, Ahmadu Bello University, Zaria and has been approved for its contribution to knowledge and literary presentation.

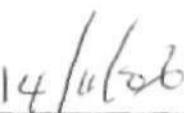
  
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## **DEDICATION**

This work is dedicated to my darling husband and my beloved children,  
whose sacrifice and endurance sailed me throughout these years.

## ACKNOWLEDGEMENT

I owe my greatest gratitude to Almighty God my saviour who has given me patience and endurance to complete this work.

My profound gratitude goes to my supervisor, Prof. D. O. Bozimo for her interest, guidance and corrections towards the successful completion of this research. My sincere thanks also goes to my second supervisor and also the Head of Library and Information Science Department, Dr. Tijjani, for his corrections and contributions towards the success of this thesis. I must thank Prof. M. Zakari who stood his ground to ensure that this work is completed. I wish to acknowledge here his useful advice.

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## ABSTRACT

This study examined the material resources and the physical facilities in two research libraries (CHELTECH and NARICT) in Zaria.

The survey method was employed for data collection. Instruments used were questionnaires, observations and interviews/checklist. The standard employed was IFLA/UNESCO Special Library Standards as a benchmark.

The data generated were analyzed using simple percentages, frequency distribution and bar charts.

The findings showed that most of the material resources such as books, pamphlets, periodicals, newspapers, technical reports etc were available in the two research libraries as specified in the Standard.

In the case of physical facilities, such as catalogue cabinet, card trays, shelf stands, display and newspaper racks, carrels as specified in the IFLA/UNESCO Standards, some of them were available, and in current use and did not need improvement. Seating facilities, and air conditioners were also available but needed to be repaired or replaced. In the case of NARICT Library other facilities such as dictionary stands, stripdex and book trolleys needed to be provided: For CHELTECH, facilities such as exhibition halls, lecture halls, meeting rooms for orientation, staff training, dictionary stands, stripdex, cardex, book trolleys and carrels should be provided as specified in the Standard.

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## LIST OF ABBREVIATIONS

CHELTECT	Federal College of Chemical and Leather Technology
IFLA	International Federation of Library Association
NARICT	National Research Institute for Chemical Technology
NSTDA	National Science and Technology Development Agency
UNESCO	United Nation Educational Scientific and Cultural Organization

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Libraries exist to serve people; therefore, relevant material resources are needed for them to function effectively. The efficiency of any library most especially the research library depends in part on the quality of the resources available to it. The essential elements of a library and its services also depend on the material resources that are available in the library.

Dike (1993:47) has noted the material resources that make up library collections in the form of non-fiction print media, literature and audiovisual resources. The non-fiction print media is the most diverse as it includes reference non-fiction, periodical and vertical file materials.

Print/non print materials include reference materials. These are those materials to which one refers for specific topics or items of information. They are intended for brief and repeated use by many people, not for reading through cover-to-cover. For this reason, they are kept in the library at all times and not loaned out to borrowers. Materials that can be found in the reference section are dictionaries, encyclopedias, biographical sources, maps, atlases, gazettes, directories, handbooks, guides, manuals, bibliographies, indexes and abstracts, to mention a few.

Periodicals or serials are material like newspapers, magazines, journals, newsletters, and annual reports. They come out at regular intervals, and are meant

to be published indefinitely. Journals are the most important form of literature in science. They commonly form between 50% and 90% of science technology library collections.

Audiovisual resources are those materials, which do not depend solely upon reading to convey meaning. They may present information through the sense of hearing, as in audio resources, or through the sense of sight as in visual resources or a combination of both. Audiovisual materials provide a departure from books and they can contain information of a wide ranging nature which can be assessed using the requisite apparatuses.

Other material resources in the library include physical facilities such as those for seating which are provided for the convenience of the users to ease the study and browsing of library materials. Other physical facilities include display and newspaper racks as well as rods, dictionary stands, book trolleys, charging counters, card trays and so on. All these facilities work towards the comfort of the reader and the preservation of the collection. Foskett (1967:80) noted that libraries in our societies are both unique and indispensable. If we accept this, it follows that we must see to it that adequate and relevant resources are allocated for their establishment and maintenance. Material resources cannot be fully utilized without the availability or support of adequate physical facilities. They call for stacks for the books, space, and shelves for their organization and effective retrieval. The availability of such library materials such as catalogue cabinet,

kardex, etc to a large extent facilitates the successful operation of the library and easy and quick retrieval of information

### Special Libraries

According to World Encyclopedia of Library and Information Services (1983), a special library is an organization that provides information to a special clientele on an on-going basis to further the mission and goals of the parent company/organization.

Research libraries, being special libraries, exist in a wide variety of organizational settings. They are usually associated or organized along subject lines because they are limited in scope and oriented to a single subject or, more often, a group of related subjects that comprise a field of activity. Their scope is determined by the interests of the parent organization. The special library collects and organizes materials intensively in its primary subject areas, often at a depth impossible for some other types of libraries.

### Objectives of Special Libraries

The special library is a major source of information in the organization it serves. It acquires, organizes, maintains, utilizes and disseminates materials germane to the activities of the organization. The objectives of no two libraries, not even the same type, can ever be the same. The major and usually only

use of its resources. To measure resources, one has to look not only at the collection but also the physical facilities, which help to provide services towards the achievement of set goals. All these materials are acquired into the library either through purchase or gift. Materials are also acquired in the library by interlibrary loan.

#### **Brief History of CHELTECH and NARICT**

According to undated occasional bulletin published by the Public Relation unit of CHELTECH, the college was founded in 1964 by the Food and Agricultural Organization (FAO), the United Nations Development Program (UNDP) the Federal Government and then Northern Nigerian Government. At that time CHELTECH and NARICT was a hide and skin demonstration project and was known as the Federal Leather Institute. The FAO/UNDP handed over the project to the Federal Government in 1972. The main function of the Institute then was to offer in-service training to the hides and skins improvement staff and leather technologists. The institute was converted to Leather Research Institute of Nigeria (LERIN) in 1976 together with other research council of Nigeria. With the establishment of LERIN, the College became a department of the Institute charged with the responsibility of training of manpower needs of the leather and leather product industry of the country. The college offered three courses of instruction and awarded the following certificates:

- Higher Diploma in leather craft
- Certificates in leather craft
- Higher level Certificate in hides and skins improvement.

In 1988, the mandate of LERIN was expanded to include research in all conceivable areas of chemical technology. Subsequent upon this, the name was changed to National Research Institute for Chemical Technology (NARICT) and the College changed to Federal College of Chemical and Leather Technology (FCLT) but was still under NARICT as a semi autonomous institution. Full autonomy however was attained in 1991 and the name of the college changed to Federal College of Chemical and Leather Technology (CHELTECH). NARICT and CHELTECH have the mandate for developing the technologies required by the chemical industry. The mandates of NARICT are as follows:

- Undertake Research and Development into processes for the conversion of agricultural products and other minerals into chemicals.
- The processing of commercial grade chemicals to laboratory grades.
- The derivation of secondary chemicals from petrochemicals and chemicals etc
- The production of functional polymers and engineering plastic, their characterization and utilization.
- The processing of hides and skins into leather products and the processing of natural fibres.
- Establish and operate a quality control laboratory for hides, skins, leather and leather products.
- Establish and operate a chemical testing laboratory.
- Provide environmental monitoring and control services with respect to chemical, leather, textiles and plastics.



The mandates of CHELTECH are as follows:

- Provide courses of instruction leading to the award of college certificate, National Diploma, and Higher National Diploma in Chemical Technology and Leather Technology.
- Provide courses in chemical and leather technologies as may needed from time to time.
- Develop laboratory, teaching and instructional aids for chemical and leather technologies.
- Collaborate with the NARICT in the design of courses.
- Undertake any other activities in connection with all or any of its function.

Until 1976 when a library officer was appointed to man library in LERIN what existed can best be described as a reading room. From this time, the library became a department of its own and in 1980, a Professional Librarian was appointed to Head the Library Department. Till date the Library had continued to grow alongside with the Institutions.

## 1.2 Statement of the Problem

Adequate library resources are the key to any research establishment. Accurate information is what researchers need to carry out research on a daily basis and it cannot therefore be neglected. In support of this, Spirdler (1983: 253) pointed out that the essential element of a library and its services is embedded in quality material resources that are provided from time to time.

The provision of relevant material resources in research institutions motivates users to patronize it. The absence, on the other hand, retards or limits the maximum benefits obtainable from use of library material resources. Research libraries have become strong pillars in the selecting, collecting, preserving and organizing library materials relevant to their areas of research and development. In addition, changes introduced by the globalization of the information order and availability of material resources have greatly facilitated the libraries in keeping up – to – date.

However, the problem of adequacy or non adequacy of material resources and services has to be comparatively studied against the prescribed standard practice. This is why this study seeks to investigate the material resources in two research libraries in line with the standards of special libraries adopted by IFLA /UNESCO.

### **1.3 Research Questions**

This study sets out to answer the following questions

1. What types of material resources are available at the NARICT and CHELTECH libraries?
2. To what extent do the materials resources provided meet the standards of IFLA/UNESCO
3. To what extent do the physical facilities provided meet the IFLA/UNESCO standards?
4. Which of the physical facilities provided are functional?

#### **1.4 Objectives of the Study**

In attempting to answer the above research questions, the research aims at achieving the following objectives.

1. To find out the type of material resources available in NARICT and CHELTECH libraries
2. To find out the extent the material resources provided meet the IFLA/UNESCO standards.
3. To find out the extent to which the facilities provided meet the IFLA/UNESCO Standards
4. To find out whether the physical facilities provided are functional?

#### **1.5 Significance of the Study**

The study is significant in that it puts in focus the importance of standards of material resources in special libraries.

This study will serve to awaken awareness to the existence of standards and requirements placed on the material resources of special libraries. Knowledge of the provisions of the standards will help librarians to know the resources, which they should ask management to provide.

#### **1.6 Scope and Limitations**

The study examined the material resources of two research institutes libraries, namely, Federal College of Chemical and Leather Technology

(CHELTECH) and the National Research Institute for Chemical Technology (NARICT), both of them in Zaria. The study is delimited to material resources only. The constraints of time and financial resources did not permit me the coverage of all the research libraries in Zaria.

## **1.7 Operational Definition of Terms**

In the context of this study, the following terms are defined as follows:

### **Material Resources**

Material Library Resources refers to all the holdings of the library both the print and the non – print as well as physical facilities in the library. These include books, periodicals, audio visual materials, vertical file materials, microforms or computer software

### **Non Print Materials**

Those library materials which do not come within the definition of a book, periodical or pamphlet and which require special handling e.g. audio – visual materials, microforms or computer software

### **Physical Facilities**

Library physical facilities are the hardware used in the library to facilitate the optimum use of its resources such as shelves, catalogue cabinet, kardex, carrels, dictionary stands etc.

### **Print Materials**

They are library materials that appear in written or printed literary form such as books, periodicals etc.

### **Standards**

Library standard is the criteria by which library services may be measured and assessed.

Special Library

KASHIM IBRAHIM LIBRARY

Special Library is a library that provide focused, working information to a special clientele to further the mission and goals of the parent organization.



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## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

The traditional concept of the library is associated with the provision of books and currently with that of information. The development of libraries has largely been concerned with the provision of more books, other types of information sources particularly audiovisual and information related services. Douglass and Nourse (1969:265) defined research libraries as institutions whose collections are organized primarily to meet the needs of scholars and to facilitate effective action on the frontier of every field of knowledge, traditional and novel.

A library is the centre for acquiring, organizing, preserving, storing, retrieving and disseminating of information in diverse format. Research institute libraries are specialized because each institute has mandates peculiar to it. For instance, the Federal College for Chemical and Leather Technology (CHELTECH) and National Research Institute for Chemical Technology (NARICT) are jointly carrying out researches on leather football, consequently resources peculiar to these institutes should be put in place to support the realization of the mandates given to each. The study of the resources and services that exist in the libraries of these institutions are important.

The literature was discussed under the following subheadings:

- material library resources,
- audiovisual materials as library resources,



- place of material library resources in research and tertiary institutions,
- physical facilities
- special library standards

## 2.2 Material Library Resources

Library resources mean the total accumulated materials of all kinds assembled by a library for its clientele. Skidmore (1992:29), in his study on the allocation of resources, noted that the allocation of resources have always been central to the management of any organization.

Spirides (1983:255) stressed that the essential element of a library and its services is embedded in quality resources that are made upon it from time to time. Gelfand (1986:38) maintained that library materials and resources should be highly accessible and easily available for use by the members of the organization and users. In support of this Campbell (1973:13) felt that the stock of a special library would often include books, periodicals, reports, pamphlets standard and trade literature. All these resources are needed for the effectiveness of any special library.

Evans (1970:231) noted that in Ghana there were several special libraries worthy of note, including the Medical Research Library, the Agricultural Department Library and the West African Building Research Library in Accra, the Land and Soil Use Survey Library in Kumasi and the library of the West African Cocoa Research Institute in Tafo. She further noted the remarkable progress made

in all spheres of librarianship in English speaking West Africa during the 1960. The credit for this, according to her, went not only to governments and authorities for their interest and financial assistance, but also to the small band of professional librarians who in addition to laying the foundations of their libraries, had worked hard for the acknowledgement of their profession in the countries in which they had worked.

A number of special libraries of importance have developed within Nigeria among them are the Central Medical Library at Yaba, the Veterinary Research Library at Vom, the Regional Research Station, Department of Agriculture at Samaru, the West African Institute for Trypanosomiasis Research, Kaduna and the Oil Palm Research Institute at Benin City.

Silva and Turniff (1993:2) suggested that the concept of the library is associated with the provision of books and information. The development of libraries has largely been concerned with the provision of more books, other types of information sources, particularly audiovisual, and information-related services.

Aguolu (1980:98) opined that if acquired books and journals are conceptually accessible to the user, it means that he can understand them and they are probably relevant to his needs. Bibliographic accessibility pertains to the provision of effective means of identifying needed material and locating them, whether in Nigeria or abroad. He argued that physical accessibility connotes the ability to lay one's hands physically on the materials. He further said that once bibliographically identified and located, the interdependent variables affecting the

success or failure of a student or lecturer in obtaining materials available in a university library could be expressed in form of this equation. Reader plus Information Presented by the Reader to the library Staff plus Library collection plus bibliographic access plus physical access equals Reader's information demanded or needed.

Jefferson (1991) discovered that a pro-active approach is used in the collection of relevant technical information, its storage, retrieval and dissemination, more particularly to small – and medium – sized industry in Trinidad and Tobago, in particular and in general to the wider Caribbean.

### **2.3 Audiovisual Materials as Library Resources**

The usefulness of audiovisual resources as sources of reference to past and current information, coupled with technological advancement of computer and its accessories, has made the use of audiovisual materials indispensable.

Numerous forms of technology have been devised over the years to effectively handle information among which are radios, television, microforms, slide, film, etc. These are means with which some groups of people are not only familiar but also comfortable in acquiring information. Also, the use of these materials in learning is becoming a universal phenomenon. This is because experiences are abundant in visual stimuli and evoke the strongest responses in libraries or other learning situation.

Aboyade (1979:81) made a survey of Nigerian library resources. The idea was to see the area of library cooperation.. Sixty six (66) libraries were surveyed

out of which 10 of the 13 existing university libraries in Nigeria were included. Results of the survey revealed that many libraries did not had audiovisual materials, some libraries had sizeable collections of microforms as sound disc but had no statistics on the collection, and they were not properly organized.

Ajibero (1983:1) examined factors affecting the attitude of librarians and faculty towards media technologies in Nigerian universities. The objective of the doctoral dissertation was to identify the factors that predicted librarians and faculty attitudes towards media technologies. The result of the study showed that both librarians and faculty expressed high positive attitude towards media technologies and found three variables, i.e. previous training, work experience, and attitude to work environment to be related to media technologies.

Izang (1993:1) worked on media resources and services in the state public library service in Nigeria. This was aimed at knowing the various multimedia materials available to readers and the type of services they provided their users. Three old regional headquarters public libraries in Kaduna, Ibadan, and Enugu were surveyed. The result reported relatively low stock of the materials in the libraries and that the major services provided were reference, and recording of contents.

Izang (1983:32), observed that, it is not enough for a library to select, acquire, preserved and organize media collection, but to ensure that the materials meet the various information needs of users, and provide avenue by which they

can access the material through adequate provision of information and access points.

Olorunshola (1997:12) noted that the provision of information can be made more effective and efficient with the use of electronic information and training of users in handling these materials in the library.

Spoonly (1997:7), observed that, to a large extent, information technology in society as a whole, is used only for mundane tasks with little effect. He noted that, audiovisual materials shows promise of offering an alternative to lectures and books at a much reduced cost, and networks like Internet permit a learner to search the world for information and knowledge. This statement was supported by Ike (1986:113), who noted what needs to be done to improve the status. These include librarians becoming aware of the value of acquiring all media including audiovisual materials as sources of information for their users; actual acquisition of relevant audiovisual materials, proper organization of such collections as they are acquired, and ensuring that the library clientele use the materials so organized.

Ruzz (1981) emphasized the importance of having audio-visual materials in any library collection. In fact, library resources will be inadequate in our contemporary library operation without audio - visual materials. Kabashian (1980) emphasizing the value of ephemeral library resources added that photograph collections in libraries are vast but relatively untapped resources. She noted further that photographs are resources which must be preserved and made available to the public.

Ekere (1994:43) in his write up on new media as resources for the enhancement of library and information science education was of the opinion that, education has now become student- centered, resource based, and learning is seen as a dynamic and interactive process. In support of this, Dike (1993:47) was of the opinion that the changes in the modern world and in educational theory have increased the impetus for educational reform. Among the cardinal tenets of this reform movement was that education should be resource-based. Resource-based education in turn focuses new attention on the educational resource centre, the library.

#### 2.4 Place of Material Library Resources in Research and Tertiary Institutions

Ogunsheye (1968:76) in her study on Nigeria's library resources in science and technology conducted a survey research to obtain a picture of the administration, finance, stock and accommodation, technical services, readers' services, cooperation and staff of each of the institutions. Enu (1972:56) in a related contribution wrote on the same library resource in science and technology but considered possible avenues for library cooperation. The then Nigerian library resource in science and technology was highlighted and then he surveyed critically the existing cooperation in this area was studied and projections was made for desirable future strides. Scientific institutions give rise to libraries with resources in science and technology. For a country with the size of Nigeria, the number of scientific institutions (universities, colleges of science and technology and other

scientific research establishments) with meaningful libraries was very low. But worse still is the fact that the libraries are inadequately stocked and poorly staffed.

Adequate library resources were the key success to any research establishment. Accurate information is what the researchers need to carry out their research on daily bases; therefore it can never be neglected.

Nwazuoke (2001:90) stated that the education industry is an enormous investment, which government cannot comfortably fund alone. Library resources constitute a powerful component of the education industry. The deleterious effects of the depressed economy in Nigeria coupled with the huge costs of equipping libraries in Nigeria with modern information resources have shown that government's own efforts alone will be inadequate in funding library projects.

Ifidon (1992:283) observed that most African university libraries are far better off today than they were in the 1980's. The expenditures from gifts, grants and regular book subventions strengthened the basic and research collections of reference materials and journal files.

Evans (1964:13) in her write up on a tropical library services in Ghana's library saw the provision of library facilities for everybody through the length and breath of the country as an essential element in the national scheme of educational advancement. The action their government took resulted in the various library services that were then available to the reading public of Ghana. In independent Ghana then there existed a nationwide network of library to all their people, wherever they lived. The importance of books particularly at this vital stage of

national reconstruction could not be over emphasized. Books must be readily available to satisfy the demands of the people whatever their age or ability, so that they could derive information.

Adedigba (1992:33), writing with reference to agricultural researches, stated that research needs are met through two different sources i.e. information (non- documentary) sources and formal (documentary). He explained that people, especially the researchers themselves, make up the informal sources by providing person – to- person information through such avenues as conferences, corridor meetings, casual conversations, social gatherings, research reviews, seminars, etc. Libraries on the other hand make up the documentary or formal sources by providing information in the form of literature. He went further to say that “there is no implicit recognition that an efficient library system is a basic requirement for the pursuit of an effective research program”. This assertion is not true because in the opinion of the researcher, adequate and accurate library resources are the key success to any research establishment.

Ibekwe (1988:4) noted that the function of an agricultural library is to give support in the form of document-based information or knowledge to researchers. He explained that in practice, library support means actively and selectively collecting, preserving and organizing library materials relevant to agriculture and disseminating the information contained in them to researchers. Gregorio and Sison (1989:7) supported this opinion by emphasizing that modern agricultural efforts must be supported by good library and documentation service which will



give researchers answers to daily questions, keep them informed of advances in their fields of specialization and provide exhaustive coverage of publications which may be significant to research.

The research institutes libraries have become strong subject collections of national importance in that some of them contain the only available copies of some core journals and old materials in their respective subjects of research. The goal of each institute library is to provide access to the information that researchers need to work productively and cost effectively.

Though targeting commerce and industry Glover (1992:75) came close to the Institute of Chemical Technology. She stated thus: "The researchers need information on basic and applied knowledge of the subject areas of the company. This would enable them to develop new products and improve on existing ones. Up to date information on patent coverage of the subject area is very important to prevent infringement on patents rights, as this could lead to litigation accompanied with some financial losses to the company. Another angle to this is that patents could open up new ideas for the researchers resulting in the development of new products. Researchers in industry and commerce require information as regards technologies developed in the country as especially utilizing raw materials obtainable locally... Information is also required on on-going research projects of interest to researcher and have sole right to the technology when fully developed.

Nzotta (1986:223) noted that adequate provision of information is the soul of research and that the importance of access to accurate, reliable and up-to date

information at every stage of research cannot be overstressed. He concluded that without adequate information, there could be unnecessary duplication of research resulting to waste of scarce resources. Banjo (1992:13) wrote on the information services for researchers in the Nigeria Institute for International Affairs. According to him, researchers in this area rely essentially on a broad range of serial publications rather than on monographs to keep abreast with developments in their field. Also because the discipline is dynamic and broad, library and information services for research in international relations are cost intensive. In Nigeria, this problem has become more acute in the current financial climate characterized by declining library budgets and escalating costs.

## 2.5 Physical Facilities

The effectiveness of any special library services depends, to a large extent, on the prevailing environment of such library. It is at times difficult to convince the heads of governments that their libraries need adequate accommodation for reference, circulation, technical and other essential services.

If a special library is to be effectively used, consideration for its maximum physical accessibility must be made very early, in terms of its convent location in the organization's building or building complex. It has been empirically demonstrated that the ease of access affects library use. The location of, and space provided for the library, must permit spatial expansion.

Robeson (1972:148) notes that the efficient flow of library work process has to do with space relationship between the user area which includes the

collection and the work area. He suggests that photocopying machine, as part of facilities, should be placed near the cabinets in the work area and reminds librarians about its heat, noise, odour and the traffic of those who wish to make photocopies. He is also of the opinion that a library should have a controlled atmosphere as regard ventilation, for the comfort of both users and staff and that telephone, chairs, tables, wall clocks, ashtrays, equipment are very essential.

Neal (1971:51) observes space problems among the British university libraries and emphasizes the need for space for the provision of carrels.

Ellis (1994:24) suggests that facilities which might encourage library users to read and staff to serve, such as general purpose rooms, coffee bars, light refreshment shops, toilet facilities, etc should be provided.

Harrison (1986:2) observed that library infrastructure is a second component of library resources. The availability of such library materials and equipment such as catalogue cabinet, kardex etc to a large extent facilitates the successful operation of the library because they enable easy and quick retrieval of information.

Okeke (1983:42) asserted that physical facilities of the library include some equipment, furniture and essential library gadgets. In effect therefore, library physical facilities include all the hardware that is used in the library to enable the optimum use of its resources.

Dean (1970:49) observed that the development of university and college libraries in English-speaking West Africa as in other parts of emergent Africa, had

been handicapped to some extent by external factors: isolation brought about by inadequate communications, a trying climate and, in a few cases, economic and political difficulties which had unexpected impact upon financial provision, an absence of a library tradition in homes and schools, a lack of solid national and public library infrastructure upon which academic libraries in parts of Europe and America depended so much for fringe benefits, and a lack of expertise in the service and operation of the various sophisticated items of equipment which were considered essential to the modern library.

## **2.6 Standards for Special Libraries**

The New shorter Oxford English Dictionary (1993) defines a standard as “a definite degree of any quality viewed as a prescribed object of endeavour or a measure of what is adequate, and this may be in terms of its staff, objectives, information resources, services, physical facilities and budget. What is adequate for some purpose in one socio-cultural system may be inadequate in another.

Library standard is a criterion by which library services may be measured and assessed. They are determined by professional librarians in order to attain and maintain the objectives they have set for themselves. Standards may be interpreted variously as the pattern of an ideal, a model procedure, a measure of appraisal, a stimulus for future development and improvement and as an instrument to assist decision and action not only by librarians themselves but also by laymen concerned indirectly with institution planning and administration of library services.

Oni Orisan, (1981:35) noted that a standard is something established by custom and it follows that before a meaningful standard can be formulated for a group of libraries in a particular region, there must be a careful appraisal of the prevailing situation. In respect of this statement, he added that standards cannot exist in value but must be based on the quality of the situation at hand. Hence one can conclude that standards and objectives of special libraries should be based on the fact that they are the major sources of information in the organization they serve.

In the words of Withers (1974:189) “no one can reasonably set a standard, for example, for numbers of books or space requirements, without consciously considering the purpose of the library in the community or institution, and how it can best play its role.....” He further noted that it is not possible to limit a study of standards to those which can only be expressed quantitatively. It is also essential to include many things which cannot be precisely quantified or measured and to take into account organizational and political considerations.

Withers (1974: 189) also noted that the word “standard” for special libraries can be interpreted in the sense of supplying principles applicable to all special libraries and therefore highly general, leaving it to the individual library to apply it to his own situation.

This statement was supported by Aguolu and Aguolu (2002:250) in their study on elements of standards in special libraries. They noted that the difficulty in formulating standards for special libraries is inherent in the peculiarities and

varieties of the libraries themselves. The ability of the special libraries to provide dynamic and effective information service depends upon well articulated objectives, competent motivated and dedicated staff, availability of live, relevant collection of information resources and of appropriate current awareness and information retrieval services, manual or mechanized adequate physical facilities and financial support.

Standard according to Aguolu (2002:247) are of necessity, pragmatic and tend to lose their validity outside the environment for which they are prepared.

They further said that, there is a danger of blindly copying the standards designed for the industrial societies without taking cognizance of the environmental, cultural and socio-economic differences between those countries and Nigeria or West Africa for that matter. Standards are symbolic of excellence and quality:

Withers (1974:135) noted that library standards are essential when planning library services and subsequential for evaluating them. This survey of recommended standards for library service in some twenty countries start with national libraries and cover also libraries in universities and colleges, special libraries, public libraries and concludes with school libraries. It illustrates how each is but one part of a wide spectrum of interdependent library provision, and brings out the common ground that there is not only in the standard for all types of library. In drawing up a model set of standards for the principal types of library for use in developing countries, it has been possible to produce a frame work – which gives guidance in general terms.

Allott (1967:95) enumerated the reasons why standards exist and what they achieve. Standards introduce logical order through agreed units, quantities, product classification. They are instruments of information so that there is agreement between producer and customer on production elements, they lower the cost of production planning and testing, they are essential for quality control and certification. They are a basis for resolving litigation and arbitration when there are legal decisions in technical matters; they ensure national and international interchangeability before commercial and industrial world would grind to a halt. In her conclusion she posited that information workers and librarians should have knowledge of the relevant standards.

Henderson (1981:142) stresses that standards have assumed greater importance with the telecommunications, computers and cooperative, resource-sharing activities, even as he acknowledges examples of past standardization successes and failures, and on-going examples of parallel standardization efforts. The mechanisms and motivation for standard development and coordination are discussed. While standards involving technological factors have been successfully developed and implemented, those involving prerogatives still lag behind.

Jones (1982:278) observed that the word "standard" has been used in the past to describe different kinds of statements regarding styles or levels of library practice, provision or attainment. Some of these statements have sets of idealized objectives; some have recommendations based on experience elsewhere, some have rules which must be obeyed. Come what may, "standard" should be

understood to mean a code of rules which, if adopted, permits no variation within the context to which it relates.

The guidelines for Australian special libraries stipulate that the librarian shall be responsible for the development of library objectives in accordance with the values, missions and vision of the organization. The objectives are subject to periodic review in accordance with changes in the strategic direction of the organization and developments in library information technology

Odomosu (1979:76), in his study on standards for Nigerian special libraries noted that in Nigeria special or research libraries in the government sector were set up by the colonial powers because they saw the need for economic development. Even then these special libraries were not properly organized until the institutions which they were founded to serve were several years old. They were started first as a collection of odds and ends of magazines, newspapers (usually foreign i.e. from the home country), journals and a few books – handbooks, laboratory manuals, dictionaries and some textbooks and monographs. These were usually put in the care of a cleaner, messenger and finally a junior clerk. It was only when the establishment was growing in research, manpower and the one room laboratory or office – cum – library was overflowing with the odds – and – ends collection that the thought of appointing a professional librarian came to the minds of the management committee of the institution.

What was obviously lacking in the process was an official instrument to establish a library when its parent institution was being funded. For example,



there was no provision for the establishment of libraries in the institutions (acts, decree, edicts etc) of the several government research institutions we now have in the country. The establishment of special libraries in many of them has come under the several sections. For example, the establishment of the libraries of the erstwhile agricultural, industrial and medical research councils can be said to have been provided for to enable the councils carry out effectively their functions in sub-sections which read like this "to encourage and promote collaboration between those engaged in research in the agricultural/industrial/medical sciences in Nigeria and those so engaged in other countries, and "to carry out such other activities as may, in the opinion of the council(s), further the advancement of research and training in the agricultural/industrial/medical service"

Also the Decree setting up the National Science and Technology Development Agency (NSTDA) specifies that provision be made to establish and maintain a National Science and Technology library, documentation and conference centre". There should be specific instruments setting up special libraries both in the private and public sectors which certainly will augur well for their future development.

In support of this Oguara (1980:53) pointed out that the most comprehensive investigation conducted on special libraries in this country is that of Ogunsheye (1968) in response to a request by the UNESCO Regional Centre for Science and Technology for Africa. A Special library was established as far back as 1900 by the Department of Agricultural Research to replace the one earlier

founded by the British Cotton Growers Association. Since then, there has been a steady though unspectacular development of special libraries probably due to the negligence of the parent institutions to fund special libraries.

The nature of special libraries is unique. Not only is one kind of special library different from another but libraries of a similar type differ widely from each other.

Special libraries are information centres geared to serve a specific clientele; they are not just storage areas for occasional retrieval of old journals or for quick answers to urgent reference questions. They are expected to furnish in – depth searches, to use outside data banks when necessary and compile necessary bibliographies and abstracts. Special library users need information in whatever form the information is produced be it in hard copy, microform, computer print out or audio – visual cassette. Each institution needs to define the objectives for its own organization and goals.

Walford (1974:489) opined that before the performance of a professional special librarian can be rated, one first has to establish what that particular library's responsibilities are in relation to the objectives of the organization to be served. Special libraries should be able to acquire, organize, maintain, utilize and determine information materials germane to the organization's activities. They should function as a service unit that provides information to further the objectives of the organization they serve.

### Staff of Special Libraries

In the standard for library services, IFLA/UNESCO (1970:189) suggests that the quality of the staff of a special library is the most important factor in the effectiveness of the library as an information centre in an organization.

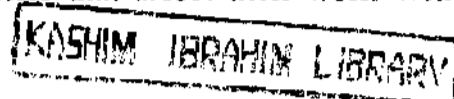
The administrator of a special library is responsible for all administrative and professional functions of the library. He should hold a degree from a library school and have three years experience in a special library, or he should be a subject specialist who has demonstrated his professional competence through at least three years of professional experience in a special library. A combination of formal subject training and education in librarianship is desirable. Other librarians – qualified as above – should be employed as required, together with other specialists, such as literature searchers, translators, abstractors, indexers and information systems specialists.

IFLA/UNESCO (1970:189) further noted that professional staff members have a continuing responsibility in furthering their education and should be encouraged to participate in professional societies concerned with their specialities.

The proportion of non – professional staff to professional staff depends on the services and the quantity of records maintained. The special library must have at least one professionally qualified librarian and one clerical worker. The recommended ratio is three non – professional to two professional.

The duties of the professional librarians are to determine library policies consistent with the objectives of the organization, represent the library in the organization's administrative and planning sessions for the purpose of effecting changes in the library's

operation, interview and make final selection of all applicants for various positions on the library staff in cooperation with the responsible administrative officer. Professional librarians should also prepare job descriptions and define duties and responsibilities, and requirements of all positions, maintain effective communication with and among all staff members and keep them informed about policy matters that affect their work Withers (1970:190)



His duties also include establishing procedures for all operations essential for the efficient management of the library, instituting policies and responsibility for acquisitions, organizations and maintenance of the library's collection, planning, organizing and evaluating the library's services.

#### Collection of Special Libraries

In the standard for library services IFLA/UNESCO (1970:190) observed that a special library's collection may include a variety of forms and types of materials, such as books, periodicals, specifications, standards, patents, microforms, pamphlets, technical reports, newspapers audio-visual materials, etc. not all of which are appropriate to a particular special library. The types of materials acquired by special libraries are as varied as types of special libraries themselves. Consequently, the kinds of materials to be acquired depend upon the type, and objectives of the special library. A special Library need accurate and current information. There should be a periodic review of material resources so as to eliminate out-of-date materials and unnecessary duplicates. There should be

available all necessary access tools such as bibliographies, indexes, abstracting journals etc.

Aguolu and Aguolu (2002:252) opined that the selection of materials for the special library must be based upon a written, well-defined acquisition policy, regarding the extent and depth of subject coverage, types of materials, gifts and exchange. A small special library, especially scientific or technical, exhaustive in coverage in its limited range of subject or subjects, consistently and rationally kept up-to-date, is more likely to be responsive to the information needs of its users than a large one with no rational acquisition policy, inadequate professional development and useless materials. While the size of a library collection may not be an index of its quality and relevance, there is a relationship between the size of the library collection and its adequacy.

Aguolu and Aguolu (2002:252) further noted that a special library, depending upon the type, must own a certain minimum number of books and journals to be able to satisfy the basic information needs of the members of the organization working in these subjects. It is size combined with the quality of the collection that determines whether a researcher or any information seeker will find what he wants or needs in a library.

#### **Services of Special Libraries**

The services of a special library should be a dynamic one in which the staff anticipates needs. It achieves its objectives through reference and bibliographic

services. The types of services basic in all special libraries are current awareness and information retrieval. The current awareness services are:

- a. Provision of information list e.g. an accession list,
- b. Selective Dissemination of information (SDI), involving, for example, distribution of copies of the contents pages of new issues of journals in accordance with the predetermined interest profiles of the organization's members.

Information retrieval services involve adequate provision and effective use of various access tools such as indexes, abstracts, catalogues, bibliographies, for quick identifications and bibliographical location of what is available locally as well as in other libraries within or outside the country.(Aguolu and Aguolu 2002:252)

Depending upon the type of the special library and upon the level of the sophistication of information needs, its specific reference functions may include literature searching, (manual and computer-based) compilation of bibliographies, abstracting, indexing and translation services.

#### **Physical Facilities of Special Libraries**

The special library should be conveniently located to its users. Planning advice is given, including some suggested standards specifications for stack and other shelf areas, general space requirements and levels of illumination. (Withers 1970:190)

### Budget of Special Libraries

On standard for special library IFLA/UNESCO (1970:190) emphasizes that an initial analysis of library's needs should come from the library administrator, and the spending of the budget allocations rests upon his professional knowledge and judgment. (Aguolu and Aguolu 2002:255) The budgetary aspect is perhaps the most crucial of all matters so far discussed. It largely determines whether the library will be adequate or inadequate), yet it is an area where we might be least able to devise applicable quantitative standards.

Approval of a reasonable budget depends upon the nature of co-operation and understanding between the librarian and management and upon their ability to agree with the desired scope of the library's services. Once the budget is approved, its disbursement should lie entirely with the special library administrator who must keep an accurate record of its expenditure. It is not unusual in some company, for authoritarian Institute Director or a Head of Government department to arrogate to himself the responsibility for the disbursement of a library budget. Unlike other types of libraries, such as university and public libraries, where salaries are generally comparable, the basic salary in a private special library, usually depends upon what the employers are able to pay or what they have to pay to attract the right kind of staff.

(Aguolu and Aguolu 2002:255) noted that the attractiveness of working conditions, the availability of qualified staff, the attraction of other professionals and alternative available jobs. Other factors are the appeal of the other types of

libraries, especially the national, university or public and the demands of special libraries within the area and other areas are strong factors in determining not only the salary scale but also whether the staff can accept a position in a particular special library or not.

It is recommended that the greater proportion of the library budget be allocated to professional and non professional staff salaries.

If a special library meets the standards for staff, library materials and services, the portion of the library budget assigned to salaries would normally fall within the 60 – 70% range, provided overhead is not charged to the library budget. (Aguolu and Aguolu 2002:255)

#### **Minimum Standards of Special Libraries in Developing Countries**

The researcher decided to use the minimum standard of special libraries in developing countries as developed by Wither (1970:203) because there is none specifically for Nigeria. This document was the product of the research work carried out by the International Federation of Library Associations (IFLA) on behalf of UNESCO, which was published in 1970. It describes the standards for library services recommended for libraries of all types in different countries. The standards set out in this document were mainly stated in general terms as a guide and not as a manual of operation of libraries. In this Standard in most cases, specific items were neither quantified nor spelt out in measurable terms because needs vary greatly from one location to another. They are therefore left to individuals to work out, based on the circumstances of the library.



This fact is supported by the statement of the author, namely "if it is unrealistic to apply public library standards to special libraries, it is hardly less so to assign standards for one special library to another". The provision of minimum standard for special libraries is summarized under the following headings:

#### **Roles and Functions**

In cooperation with other libraries, Special libraries provide library materials for the benefit of the members of staff of the organization, in the subject field of the organization.

#### **Services**

The library should provide information materials for reference or lending, and other services to further the objectives of the organization served. It should provide bibliographical services such as literature searches, translations, abstracts and indexes, and other means, for the efficient dissemination of information.

#### **Materials**

The library should provide a variety of forms and types of materials appropriate to the particular library, such as books, pamphlets, reprints, translations, periodicals, newspapers, technical reports, patents, specifications and standards, and audio-visual materials. The range and depth should be determined by the objectives of the organization.

Quantitative standards for books and other materials must be calculated by local librarians having regard to the extent to which material in other languages will be useful. Accession standards must be worked out locally having regard to

the state of publishing, the extent of use, the physical quality of books produced locally and other factors.

### Staffing

Generally, standards should

- a. stress the vital importance of staff adequate in numbers and quality from the highest professional to the lowest clerical and manual worker. Since without them the most comprehensive collection of library materials is almost useless;
- b. Define the minimum personnel, educational, professional and other qualifications necessary for work in the particular type of library, which consists basically of successful selection and organization of materials and promotion of their use;
- c. State that professional staff should be available to provide professional services at all hours when libraries are open or when such services are required;
- d. Define broadly the nature of professional duties within the library and state that sub-professional, clerical and other staff should be employed in sufficient numbers to enable professional staff to undertake the maximum amount of professional work;
- e. Indicate numbers or proportions of professional staff and other circumstances;

- f. State that conditions of appointment and employment should be such as would attract suitable persons to undertake the work. It should also indicate that posts should be organized as part of a career service.
- g. Specifically standards should define the various posts required; namely library administrators, literature searchers, abstractors, translators, information systems specialists.

### **Premises**

Standards should indicate that:

1. all libraries should be housed in premises suitable for the efficient performance of the library's various functions;
2. new library premises should be planned on a functional basis (aesthetic and other consideration being secondary), should be flexible and, while being built to satisfy foreseeable needs, should be capable of extension.
3. The importance of a suitable location for both main and subordinate libraries, relative to the convenience of users and to facilitate the library's task of encouraging the use of its facilities.
4. The importance of making the library building and furnishings attractive to and comfortable for users, and of giving attention to such features as good lighting, temperature, ventilation and noise control.
5. Ways of measuring areas of accommodation required for different purposes based on figures for :

- a. books on open shelves and book stacks and for storage of other materials;
- b. readers in reference libraries, reading rooms and other parts of the library, according to type of accommodation (seats only, large or small tables, carrels etc)
- c. staff and work processes
- d. amenities (e.g. refreshment facilities) and services (e.g. air – conditioning)
- e. other library purposes, such as exhibitions, lectures, meetings, classes, staff training.

### Statistics

Administrative arrangement should ensure the regular collection of selected statistics, so that the extent to which the services measure up to recommended standards can be ascertained.

### **SUMMARY**

From the review of related literature carried out in this study, it can be seen that most authors agree that the efficiency of any library depends on the material resources and the physical facilities provision. In addition, the review shows that a number of special libraries have developed in Nigeria which are inadequately stocked and properly staffed. Library resources is a huge investment and a powerful component of education industry which government's own efforts alone will be inadequate to fund.

That the development of special libraries in Nigeria is slow because most of these libraries were not planned along side with the parent institution which they were meant to serve. There is need for standard for special libraries in Nigeria as a means of assessing the resources provisions and the services of the libraries in line with its mandate.

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## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter describes the research method employed for the study; namely, the research design, population, samples and sampling procedure, instruments for collecting data and the method of analyzing the data.

#### **3.2 RESEARCH METHOD**

The study employed the survey method. According to Ndagi (1984:78), the survey method is concerned with the collection of data for the purpose of describing and interpreting existing conditions, prevailing practices, beliefs, attitudes and on-going processes.

Babbie (1990:52) noted that the survey method might be used for descriptive and exploratory purposes. This method involves the process of obtaining data from a specific population. The choice of the survey method is therefore appropriate for this study because it intended to investigate the material recourses in NARICT and CHELTEC libraries.

#### **3.3 Population of the Study**

The population of this study consists, firstly, of two research libraries namely CHELTECH and NARICT. The second population also comprises all library patrons, staff, students, professional librarians, paraprofessionals and library attendants in the two institutions.

### **3.4 Samples and Sampling Procedures**

A sample is the portion of the totality of the population studied. Six hundred and eighty four people, constituted the population of this study, which was determined by the examination of lists (records) of registered users (both staff and students) kept by the two libraries. Out of this population, two hundred and thirty (230) representing (34%) of the population was sampled for the study.

Simple stratified random sampling technique which was based on the students' level of study was used to draw the students sample to make it representative of the entire students' population. For the staff, the stratification method used for inclusion into the sample was by rank and qualification. This technique was chosen because, a sample chosen in this way is unbiased and thus representative of the entire population.

NWORGU (1991:74) emphasized that stratified random sampling ensures greater representativeness of the sample relative to the population and guarantees that minority constituents of the population are represented in the sample. The sample characteristics therefore are better approximation of the population characteristics and sampling error is reduced.

### **3.5 Instrument for Data Collection**

The instruments that were used in collecting the data was the questionnaires, interview/checklist and on-the-spot observation. The questionnaire was designed and personally administered by the researcher to the patrons of the two libraries concerned. Oral interviews were conducted to

complement the questionnaire and to obtain first hand information from the patrons and staff of the libraries.

The data collected complemented the ones obtained through the questionnaires. The standard for special libraries was used as the checklist for the material resources in the two libraries under study.

### **3.6 Data Analysis and Design**

As a result of the way the data was collected, simple descriptive methods was used. The results were presented using tables, percentages and charts.

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## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

#### 4.1 Introduction

This chapter consists of the data collected for this study. The discussions are presented along with the analysis and interpretations and the chapter closes with a conclusion.

The study was undertaken through interview/checklisting and questionnaires to determine the material resources available in the libraries of these institutions, using Special Library Standard as a benchmark. The questions in the checklist were directed to the librarians in these libraries who were in the best position to know all the material resources in the libraries. The checklist consisted of eight (8) questions while the questionnaire, which comprises of four (4) questions, was administered to two hundred and thirty (230) library users by the researcher and the Library Assistants of the two libraries.

#### 4.2 Question Distribution and Response Rate

The subject of this study to whom copies of the questionnaires were distributed and their responses are summarized in Table 4.1

**TABLE 4.1: QUESTIONNAIRE DISTRIBUTION AND RESPONSE RATE**

QUESTIONNAIRES DISTRIBUTION		QUESTIONNAIRES RETURNED	
A. CHELTECH:			
Students:	113	63	56
Other Users:	51	51	100
Professional librarians	4	4	100
Para Professional	2	2	100
Library Attendants	8	8	100
	178	128	72
B. NARICT			
Students:	NIL		
Other Users:	41	41	100
Professional librarians	3	3	100
Para Professional	4	4	100
Library Attendants	4	4	100
	52	52	100
TOTAL A and B = 230		180	78.2

The A total of 230 copies of questionnaire were administered to both users of the staff of the two libraries. Out of this number, 180 or 78.3% of the questionnaires were filled and returned. The high response rate was because the questionnaires were administered face to face by the researcher and library attendants some of the questionnaires were completed on the spot and were given back to the researcher.

#### **4.3 Availability of Material Resources in CHELTECH And NARICT Compared With IFLA/UNESCO Standards**

Table 4.2 gives the results of the comparison of the interview/checklist of CHELTECH and NARICT Libraries with IFLA/UNESCO Standards

**Table 4.2: INTERVIEW/CHECKLIST OF THE CHELTECH AND NARICT LIBRARIES AS CONTAINED IN IFLA/UNESCO STANDARDS**

MATERIAL RESOURCES	CHELTECH LIBRARY		NARICT LIBRARY	
	AVAILABLE	NOT AVAILABLE	AVAILABLE	NOT AVAILABLE
Books	✓		✓	
Pamphlets	✓		✓	
Translations		✓	✓	
Periodicals	✓		✓	
Newspapers	✓		✓	
Technical Reports	✓		✓	
Specification and Standards		✓		✓
Audio visual materials	✓		✓	
Special Collection	✓		✓	
Patents		✓	✓	
Reprints		✓	✓	

Table 4.2 shows that, out of the eleven items and services provided for the IFLA/UNESCO standards only one i.e. Specifications and Standards, was not available in the NARICT Library. With the availability of the remaining items and services it means the library had met the provisions of the standard by 91%

On its part, CHELTECH Library lacked four items or services. These were translation, specifications and standard, patents and reprints. With the remaining seven items or services offered in CHELTECH Library, it means that the Library had met the provisions of IFLA/UNESCO Standards by 63.6%

The non-availability of some these services in the two libraries are worrisome, especially for CHELTECH, which lacked four. This means that the Library will miss some of the vital items and services like translations and patents.



This position finds support by Subramanyam (1981:268) who reported that about 50% of the scientific technical literature of the world are produced in languages other than English, and Terapane (1978:272) who observed that over 70% of patent literature never appear elsewhere.

With regards to material resources provision, the IFLA/UNESCO standard for special libraries has no definite figures specified for the various materials. The standard simply provides that the range and depth of material resources should be determined by the goals of the organization. Therefore in order to adequately determine the extent to which material resources at the CHELTECH and NARICT libraries met the IFLA/UNESCO standards, the researcher assumed that the availability of any item meant that the standard was met and the non-availability of any item meant that the standard was not met in that area.

The IFLA/UNESCO standard specified that libraries should cooperate with one another, and where this cooperation exists, the provision of material resources is enhanced. This was confirmed through the interview of the librarians. It was found that inter library loan was practiced in the two libraries. As no library is self sufficient, the issue of cooperation became important as advocated by Enu (1972:56) who drew up several avenues for libraries to cooperate. Both libraries, therefore met the standard in the area of inter library cooperation.

On the issue of the aesthetics of the library, the researcher simply asked the librarians' opinion. In the opinion of the NARICT librarian, his library building is aesthetically attractive and the researcher was also of the same view.

The opinion of CHELTECH librarian was that his library building was not aesthetically attractive because the building was old and poorly maintained. The researcher also inspected the inside and outside of the CHELTECH library building and noted that the building is not actually aesthetically attractive. The library building did not measure up to the requirement of IFLA/UNESCO standard. With respect to whether or not the library building was planned with the view for future expansion, the NARICT librarian's response was "yes".

CHELTECH library building was not initially constructed for library purposes hence the issue of future expansion does not arise. Again in this aspect, the library building in CHELTECH falls short of the provision of the standard. Other items specified by the standard are: the library building should have space for exhibitions, lectures, meetings, classes for orientation and staff training.

**4.4 Interview/ Checklist of CHELTECH and NARICT Libraries Material Resources Compared with IFLA/UNESCO Standard**

The results of the interview/ checklist by the researcher are presented in Table 4.3

**Table 4.3: MATERIAL RESOURCES INTERVIEW/CHECKLIST OF CHELTECH AND NARICT LIBRARIESAS COMPARED WITH IFLA/UNESCO STANDARD**

PHYSICAL FACILITIES	CHELTECH LIBRARY		NARICT LIBRARY	
	YES	NO	YES	NO
Space for exhibition		✓	✓	
Lecture Room		✓	✓	
Space for meetings		✓	✓	
Classes for orientation		✓	✓	
Space for staff training		✓	✓	
Convenience of library users and workers by the provision of fans and air conditioner	✓			✓
Whether the seats are comfortable for reading	✓		✓	
Whether the library is noise free for conducive reading		✓	✓	
Whether the library is well ventilated	✓		✓	
Whether the library is well lit	✓		✓	
Whether there are toilet facilities		✓	✓	

From table 4.3 it can be seen that NARICT Library building has space for all the items listed in the table, except fans and air conditioners for the convenience of library users. This means that in the NARICT library building the provision of IFLA/UNESCO standard is met by 91%. The CHELTECH Library building did not measure up to the provisions of the standard in any of the items in question. As has been explained already, the building housing the library in CHELTECH was not originally planned and designed to be a library.

Therefore the CHELTECH library building had met only 36% of the provisions in the IFLA/UNESCO Standards..

IFLA/UNESCO standard also provides that libraries should have amenities within its vicinity for refreshment/relaxation. When asked whether or not these amenities exist within their libraries, the librarian in NARICT answered yes while the librarian in CHELTECH answered No. The researcher confirmed the claim of the Librarian in NARICT by physically inspecting the amenities. When asked whether the library building is centrally located and accessible, and noise free, the librarian of NARICT answered in the affirmative. The researcher also made inquiries from the library users who equally affirmed that the claim of the librarian was correct. The researcher personally noticed that there was no noise around the library that can be an inconvenience to the users. But in CHELTECH, the librarian disclosed that the library may be centrally located and accessible, but not noise free. The reason given was that the library is located near a tannery which when in operation, generated a lot of noise. With respect to ventilation and lighting, the response of the librarians in both CHELTECH and NARICT was that there were enough fans. In NARICT however, the central air conditioner was faulty and had not been in use for the past five (5) years. In CHELTECH also there were only two (2) units of air conditioner, which the librarian said were not enough. The researcher checked the working conditions of the fans in order to confirm the claims of the librarians and found them to be so.

Robeson (1977:148) noted the importance of these facilities when he wrote that a library should have controlled atmosphere as regards ventilation for the comfort of both the users and the staff and that telephone, comfortable seats, wall clocks and ash trays are essential.

On toilet facilities, the CHELTECH librarian admitted that there is no toilet facilities specifically made for the use of the library. In NARICT library, the librarian affirmed the availability of toilet facilities solely for use of the library, which the researcher confirmed physically.

#### **4.5 Availability of Physical Facilities in CHELTECH and NARICT Libraries In Comparison with IFLA/UNESCO Standards**

The results of the users' response to the availability of physical facilities CHELTECH and NARICT Libraries are presented in Table 4.4

**Table 4.4 USER'S RESPONSE ON THE AVAILABILITY OF PHYSICAL FACILITIES IN  
CHELITECH AND NARICT LIBRARIES**

FACILITIES	CHELITECH				NARICT			
	Available Frequency	%	Not Available Frequency	%	Available Frequency	%	Not Available Frequency	%
Seating	128	100	-	-	52	100	-	-
Display Racks/Newspaper Racks	100	78.1	28	28.9	52	100	-	-
Dictionary Stands	-	-	128	100	2	3.8	49	94.2
Stripdex	-	-	128	100	3	5.8	49	94.2
Kardex	-	-	128	100	52	100	-	-
Book Trolleys	3	2.3	125	96.7	5	9.6	47	90.4
Circulation Desk	99	77.3	27	22.7	51	98.1	1	1.9
Catalogue Cabinet	122	95.3	6	4.7	52	100	-	-
Card Trays	118	92.2	10	7.8	52	100	-	-
Shelve Stands	128	100	-	-	52	100	-	-
Carrels	-	-	128	100	48	93	4	7.7

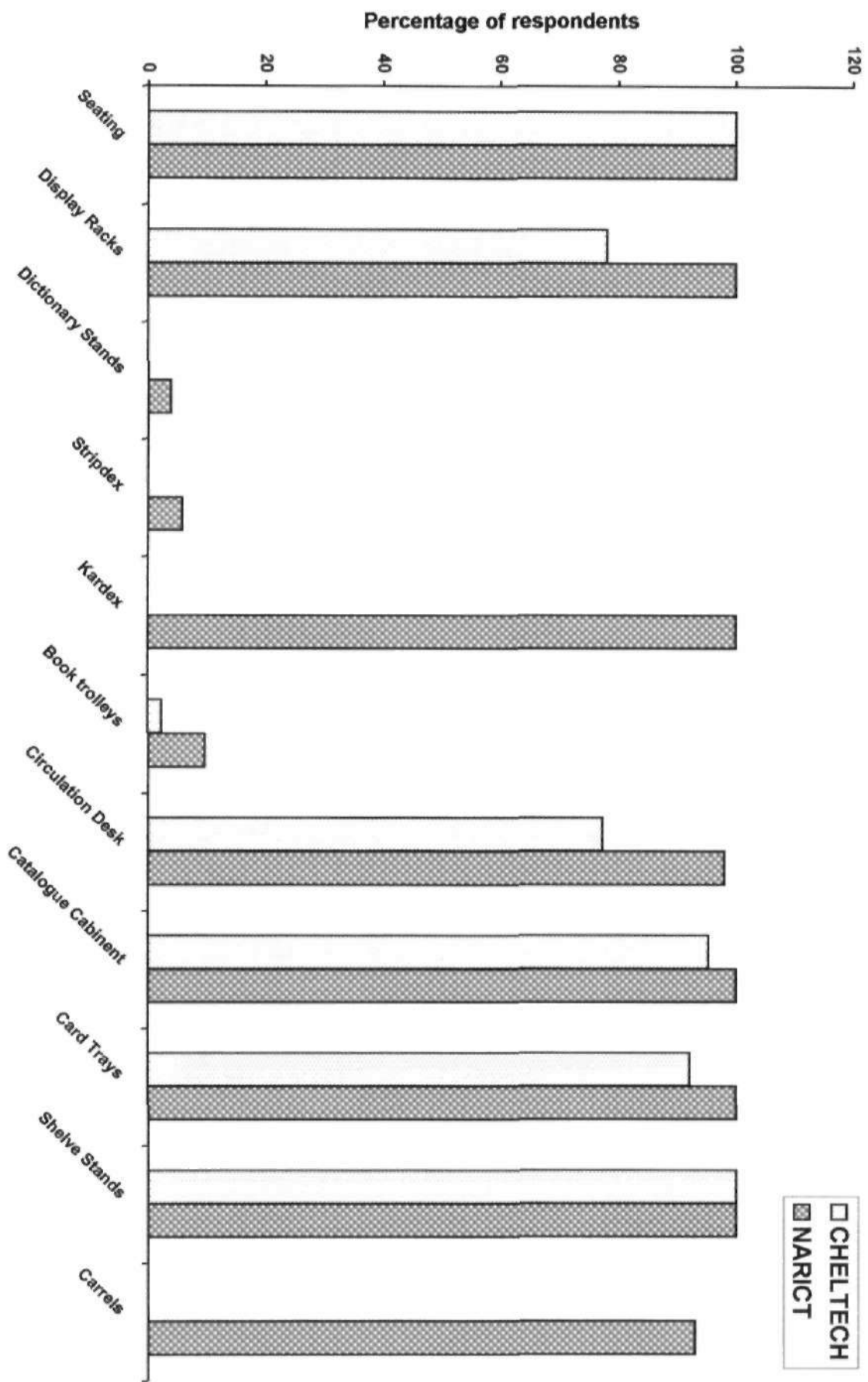


Fig. 1: Users' response on the availability of physical facilities in the two Libraries

In Table 4.4, the library users response on the availability of physical facilities in CHELTECH and NARICT libraries are presented. From the table it can be seen that all users in both CHELTECH and NARICT 180(100%) indicated that seating facilities and shelf stands were available. Other facilities which were also available included display/newspaper racks, circulation desk, catalogue cabinet, card trays and shelf stands. This is true because of the percentages of the responses: in CHELTECH, Display/Newspaper racks 100(78.1%) and in NARICT 52(100%). Circulation desk in CHELTECH 99 (77.3%) but in NARICT 51(98.1%). Catalogue cabinet in CHELTECH 122 (95.3%) and in NARICT 52(100%). Card trays in CHELTECH 118 (92.2%) and in NARICT 52(100%).

A minority of the respondents who disagreed in respect of the availability of these facilities might have done so because of their ignorance of these facilities. For example the negative responses of 27(22.7%) for CHELTECH and 1(1.9%) for NARICT with respect to circulation desk prove this point.

From Table 4.4, a majority of the respondents indicated that the following facilities were not available in both libraries. In CHELTECH, 128(100%) indicated that dictionary stands, stripdex, Kardex and reading carrel were not available while 125(96.7%) indicated that book trolleys were not available.



#### 4.6 Functionality of Physical Facilities in CHELTECH and NARICT

##### Libraries

Table 4.5 show the responses of patrons with regard to the functionality and current use of physical facilities in the two libraries studied.

**Table 4.5: LIBRARY USERS' RESPONSE ON THE FUNCTIONALITY OF THE PHYSICAL FACILITIES IN CHELTECH AND NARICT LIBRARY**

Facilities	CHELTECH LIBRARY				NARICT LIBRARY			
	Current use		Not functional		Current use		Not functional	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Seating	128	100	-	-	52	100	-	-
Display Racks/Newspaper Racks	80	62.5	48	37.5	52	100	-	-
Dictionary stands	-	-	128	100	2	3.8	50	96.2
Stripdex	-	-	128	100	3	5.8	49	94.2
Cardex	-	-	128	100	52	100	-	-
Book Trolleys	-	-	128	100	2	3.8	50	96.2
Circulation Desk	80	62.5	48	37.5	51	98.1	1	1.9
Catalogue Cabinet	112	87.5	16	15.5	52	100	-	-
Card Trays	86	67.2	42	32.8	52	100	-	-
Shelve Stands	128	100	-	-	52	100	-	-
Carrels	-	-	128	100	52	100	-	-

From Table 4.5 it can be seen that in both libraries all the respondents (100%) agreed that the seats and shelf stands were functional and were put in use. Other facilities which were functional and were in use in CHELTECH library included display/newspaper racks 80(62.5%), circulation desk 80(62.5%), catalogue cabinet, 112(87.5%) and card trays 86(67.2%).

However, there are some facilities that are not available at all namely dictionary stands, stripdex, book trolleys, cardex and carrels. The respondents were therefore right in agreeing that they were not functional and therefore not in use at the time of this study.

In the NARICT Library, all the respondents 52(100%) agreed that display racks/newspaper racks, catalogue cabinet, card trays, shelf stands and carrels were functional and in use.

On the other hand, most of the respondents agreed that the following facilities were lacking, hence not in use. The facilities were dictionary stands 50(96.2%), stripdex 49(94.2%) and book trolleys 50(96.2%).

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## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

The study examined the material resources of two research libraries in Zaria namely, the Federal College of Chemical and Leather Technology (CHELTECH) and the National Research Institute for Chemical Technology (NARICT). Research questions were raised to accomplish the objectives of the study

1. What types of material resources are available at the CHELTECH and NARICT libraries?
2. To what extent do the material resources provided meet the standard of IFLA/UNESCO?
3. To what extent are the physical facilities provided meet the standard of IFLA/UNESCO?
4. Which of the facilities needs improvement to meet the IFLA/UNESCO standards

The research method used in gathering the data for the study was the survey research method. The population of the study consists, firstly of the two research libraries CHELTECH and NARICT. The second population comprises of all the library patrons, staff, students, professional librarians, paraprofessionals and library attendants of the two institutions' library. Simple stratified random sampling technique was used to draw the students

and staff population.

The research instruments used were interview/checklist, questionnaires, and observations. The interview/checklist consisting of eight (8) questions was administered to the librarians of the two research institutes. This was followed by a questionnaire containing four (4) questions which were administered to all the library users including the library staff. The data collected were descriptively analysed using percentages and presented in tables and charts.

## **5.2 SUMMARY OF FINDINGS**

1. Material resources such as books, pamphlets, periodicals, newspapers etc were available in NARICT and CHELTECH libraries. This was in line with the provision of IFLA/UNESCO (1970:190) standard that the stock of a special library should include books, periodicals, reports, pamphlets standard and trade literature. NARICT Library was, however better off in the provision of material resources than CHELTECH Library.
2. In CHELTECH library there were no facilities for exhibition, lectures, meeting orientation and staff training. This was because the building was not initially designed for a library. In NARICT library, all these facilities were available in compliance to IFLA/UNESCO standards.
3. There was provision of such facilities as toilets, fans, air conditioners, comfortable seats etc. However, users were of the opinion that most of these facilities needed to be improved upon in order to meet their comfort level.

4. Physical facilities such as display/newspaper racks, circulation desk, catalogue cabinet, card trays and shelf stands were available in CHELTECH library but dictionary stands, stripdex, kardex, book trolley and carrels are not. In NARICT library all the facilities in CHELTECH library are also available and functional in addition to Kardex and carrels.

Nevertheless, a majority of the users were of the opinion that some of the facilities needed to be either repaired, replaced, or provided in order to enhance the service in the libraries.

5. In CHELTECH Library of the eleven (11) items of physical facilities specified by the IFLA/UNESCO standard, only six (6) were available which was about 54.5% provision while in the NARICT Library, eight (8) out of eleven (11) items were available which was about 72.7% provision.

### 5.3 Conclusion

Having used the IFLA/UNESCO standards as basis for the measurement of the material and physical facilities in CHELTECH and NARICT libraries, it can be concluded that neither of the libraries satisfied the requirements set by the standard. NARICT Library, however, fared better than CHELTECH Library in the provision of material and physical facilities.

#### **5.4 Recommendations**

On the strength of the findings and the conclusions of this study, the following recommendations are made.

1. That the material resources and the physical facilities specified in the IFLA/UNESCO standard which were not provided in these two libraries should be provided
2. That there is need for improvement of physical facilities such as toilets, seating facilities, circulation desks, and card trays/catalogue cabinets especially in CHEL/TECH Library.

#### **5.5 Suggestion for Further Research**

It is suggested that further study be carried out in the area of human and financial resources for special libraries.

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UNESCO Bulletin Vol. xxx, No. 6, Nov. – Dec.

## APPENDIX 1

### COVERING LETTER ACCOMPANYING QUESTIONNAIRE FOR RESEARCH

Dear Sir/Madam,

#### REQUEST TO COMPLETE QUESTIONNAIRE FOR MASTER OF LIBRARY AND INFORMATION SCIENCE RESEARCH

I am a postgraduate student of Ahmadu Bello University, Zaria undergoing a research on the Study of Material Resources in Research Libraries in Zaria, in partial fulfilment of my Masters Degree Programme.

Please complete the attached questionnaire, which is purely for academic and research purposes. All information provided will be treated confidentially.

Thank you for your cooperation in the exercise.

Yours faithfully,

**A. C. Okoli (Mrs.)**

**APPENDIX II**

**QUESTIONNAIRE**

**BACKGROUND INFORMATION**

1. Name of the library/institution? .....
2. When was the library established?
3. Category of the respondent .....
- i) Professional Librarian
- ii) Para professional
- iii) Other staff
- iv) Student
4. If library staff, how long have you worked in the library? .....
5. Which of the following physical facilities are available in your library?

- |                                |                          |
|--------------------------------|--------------------------|
| Physical Facilities            | <input type="checkbox"/> |
| Seating facilities             | <input type="checkbox"/> |
| Display racks/newspapers racks | <input type="checkbox"/> |
| Dictionary stands              | <input type="checkbox"/> |
| Stripdex                       | <input type="checkbox"/> |
| Cardex                         | <input type="checkbox"/> |
| Book Trolleys                  | <input type="checkbox"/> |
| Circulation desk               | <input type="checkbox"/> |
| Catalogue cabinet              | <input type="checkbox"/> |
| Card trays                     | <input type="checkbox"/> |
|                                | <input type="checkbox"/> |

Shelve stand

Reading carrels

Others (please specify).....

6. Which of the following facilities are functional and currently in use?

Seating facilities

Display/racks/newspapers racks

Dictionary stands

Stripdex

Cardex

Book Trolleys

Circulation Desk

Catalogue cabinets

Card trays



7. The following physical facilities are provided for the provision of library and information services.

Physical facilities	Very adequate	Adequate	Satisfactory	Fair	Completely inadequate
Seating facilities					
Display racks/Newspaper racks					
Dictionary stands					
Stripdex					
Cardex					
Book trolleys					
Circulation desk					
Card trays/catalogue cabinet					
Shelve stand					
Reading carrels					
Others (please specify)					

8. Which of the following Physical Facilities would you suggest an improvement upon?

- Physical Facilities
- Seating facilities
- Display racks/newspapers racks
- Dictionary stands
- Stripdex
- Cardex
- Book Trolleys
- Circulation desk
- Catalogue cabinet
- Card trays
- Shelve stand
- Reading carrels

Others (please specify).....

9. What specific improvement do you suggest

.....

.....

.....

.....

.....

.....

APPENDIX III

INTERVIEW/CHECKLIST OF CHELTECH AND NARICT  
LIBRARIES BASED ON STANDARD FOR SPECIAL LIBRARIES

1. Does your library cooperate with other libraries to provide materials for the benefit of patrons

2. Which of the following materials does your library provide for use of the patrons

- Books
- Pamphlets
- Reprints
- Translations
- Periodicals
- Newspapers
- Technical Reports
- Specifications and Standards
- Audiovisual Materials
- Special Collections
- Patent

Others (please specify).....

3. Is your library centrally located in a noise free area

Yes  No

4. Is your library aesthetically attractive

5. Is your library building conducive for patrons with respect to

Well lightened

Well ventilated

Toilet facilities

6. Is the library building planned with a view of future expansion

7. Does your library building have space for the purposes such as

Exhibitions

Lectures

Meetings

Classes for orientation

Staff training

8. Do your library provide amenities within the vicinity for refreshment/relaxation

COM/W:  
PARIS, U  
Original: Eng

UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

STANDARDS  
FOR  
LIBRARY SERVICE

by

F. N. Withers

(Research Fellow: North-Western Polytechnic  
School of Librarianship, London)

ruary 1970

UNE

THE AGRICULTURAL LIBRARY

Institute for Agricultural Research  
Ahmadu Bello University

This book must be returned to the Library  
on or before the latest date entered below:

30 NOV 1983		
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## STANDARDS FOR LIBRARY SERVICE

## SUMMARY

This study of recommended standards for library service in a number of countries starts with public libraries, covers also school libraries, libraries in universities and other institutions of higher education, special libraries and concludes with national libraries. It illustrates how each is but one part of a wide spectrum of interdependent library provision.

The study brings out the common ground there is not only in the standards for different countries for the same kind of library but also in the standards for all types of library. This is primarily because standards everywhere represent principles of good librarianship which cannot vary greatly from country to country. In addition, it is apparent that standards written in one country, and standards proposed by the International Federation of Library Associations, have had a considerable influence on the form and contents of standards produced in other countries.

Largely because of this, in drawing up a model set of standards for the principal types of library for use by the developing countries, it has been possible to produce a framework - much of which is common to all libraries - which states many standards in general terms thought to have universal application. But quantitative standards have not been stated since these must vary according to local circumstances and must be worked out on the spot, in individual countries or regions.

In the final chapter on standards of library service for developing countries, it has not been possible to suggest precise quantitative standards. These must clearly be worked out on the spot in the light of local conditions. But it is hoped that the general framework suggested will be of assistance and it is suggested that, if librarians in these countries take the summaries of certain of the existing standards quoted as models, they should be able to write detailed standards for different types of libraries in individual countries or regions. The insertion of quantitative standards appropriate to the time and place will, of course, present the greatest difficulty.

Thanks are expressed to all those who have so willingly given assistance in connexion with this project, in providing information and in other ways, and to those governments, library associations and other bodies which have given permission for their standards to be so extensively quoted.



## PREFACE

This document represents the results of a research project carried out by IFLA for Unesco under contract, describing the standards for library services currently recommended for libraries of all types in different countries, and, as a result of the study of this information, it has been possible to suggest, in simple outline, sets of standards for different types of libraries which can be applied in the developing countries.

After a general introduction to the subject of standards of library service, there are chapters on standards<sup>(1)</sup> for:

- (i) public libraries, containing details of recommended standards for sixteen countries, with a comparison;
- (ii) school libraries, with standards for four countries;
- (iii) university libraries, divided (in accordance with the Unesco/IFLA definition) into university libraries proper and libraries of institutions not, in a strict sense, forming part of a university: the standards described come from six countries;
- (iv) special libraries, and
- (v) national libraries.

The writer regrets that he has been unable to provide information about standards of service recommended for the various types of library in the USSR and the socialist countries of Eastern Europe comparable to that which he has been able to provide concerning other countries of the world. This is largely due to the difficulty of language. His attention has been drawn to material in Russian and other languages, but it has not been possible in the time and with the financial resources available to translate all of these and to extract the necessary information. Information which has been supplied in English, or which it has been possible to translate, is however included in an Appendix and, as a result, the standards described are more representative of the different parts of the world. In addition, it has been possible to give some detailed information about public library building standards and related questions in two of the countries. A suggestion has however been made in the main document that a separate study of the arrangements, and standards proposed, in the socialist countries should be undertaken by a person to whom the languages in which they are described are familiar.

1) Consent of owners of copyright in the standards extensively quoted in this survey has been sought for the right to reproduce them.

MODEL STANDARDS OF LIBRARY SERVICE

PUBLIC LIBRARY

SCHOOL LIBRARY

LIBRARY IN:  
UNIVERSITY PROPER; COLLEGE  
INSTITUTIONS OF HIGHER  
EDUCATION

SPECIAL LIBRARY

NATIONAL LIBRARY

I. ROLE AND FUNCTION

Provides - in co-operation with other librarians - library materials for the benefit of:

The whole community, to enrich life individually and collectively.

The students and staff of the school, as an aid to teaching and learning and to the cultural improvement and recreation of the individuals concerned.

The students and staff as an essential part of the university's or college's facilities for study and research and for the cultural benefit of the community.

The members, staff of the organization providing the library and to others concerned with the activities or subject field of the organization.

Provides for the benefit of the nation generally, and scholars and research workers in particular: the outstanding and central collection of the nation's literature; a major collection of literature in foreign languages of particular interest to the country; co-ordination of the leadership in the organization of a national library service; national bibliographical service; research in library technique; education in librarianship at an advanced level.

II. STRUCTURE AND GOVERNMENT

The library should normally be provided by an organ of local, regional, state or central government, singly or in association. The library organization should be capable both of establishing and maintaining a comprehensive and efficient service. While policy decisions should be made by democratically appointed persons, day to day management should be in hands of a professional librarian.

The library should be administered as part of the school and subject to its conditions. The library should also be associated with a larger school library organization, provided by the area administering the school or a larger unit, or the public library service, so that the maximum number and range of books and other materials and staff services can be made available.

The library should be administered by a librarian directly responsible to the head of the university or institution. A library committee with advisory functions only should be appointed consisting of representatives of students. All library provision and staff in departmental and other libraries should be under the control of the librarian and principles under which separate collections are administered should be stated. The library should co-operate fully with other university or college libraries and with the national and other libraries so as to secure the national concentration of bibliographical and other resources.

The library should be under the control of a competent administrator of suitable training and experience, either as a librarian or subject specialist, responsible to the national library, divided by function or subject. The library should be under the executive control of a librarian of high qualifications and suitable experience.

This will vary according to circumstances. For example, it may be compared with a major university. There may be more than one national library, divided by function or subject. The library should be under the executive control of a librarian of high qualifications and suitable experience.

NATIONAL LIBRARY

SPECIAL LIBRARY

LIBRARY IN:  
UNIVERSITY SCHOOLS; OTHER  
INSTITUTIONS OF HIGHER  
EDUCATION

SCHOOL LIBRARY

PUBLIC LIBRARY

SERVICES

The library should provide a comprehensive service to the community. This service should include lending materials to all citizens adults and children, as well as individuals or groups, as well as a reference and information service to all sections of the community, including business and commerce. Loan and use of printed and certain other materials, and reference and information services should be without charge. Standards should be set for building a desirable system of service points and hours of service. Library materials should be efficiently arranged and catalogued and should be easily available, with as much free access as possible. The library should also act as a centre of educational and cultural life for persons of all ages. Services should be available to all without discrimination.

The library should provide a lending and reference service to students and staff and organize and use non-book material for their use throughout the school. It should also provide instruction to the students in the use of books and administration for independent work.

The library should provide accommodation for independent study by students and research workers, together with the printed and other material required for their work and cultural development; should provide instruction in the use of the facilities offered by the library; Should provide also for the library needs of academic staff and other persons, including industrial firms and organizations; Should provide central catalogue of library holdings and central acquisitions and processing; Library materials should be readily available, with as much open access as possible.

The library should provide materials for reference or lending, information and other services to further the objects of the organization served, bibliographical services such as literature searches, translations, abstracts and indexes, and other means, for the efficient dissemination of information.

The library (or libraries) should provide reference collection of the nation's literature complete for current publications through legal deposit and as complete as possible for earlier literature; Major reference collection of materials in foreign languages; National bibliographic service, compiling and publishing a national bibliography and national union catalogue.

Lending (apart from specially created national lending libraries) should be controlled, no material provided under legal deposit to be loaned, but photocopying facilities should be available.

The library should issue publications relating to its work and library services generally.

Standards would be required indicating how far the library should directly assist other libraries, particularly public libraries, with the supply of books and other material.

PUBLIC LIBRARY

SCHOOL LIBRARY

LIBRARY IN OTHER INSTITUTIONS OF HIGHER EDUCATION

LIBRARY IN UNIVERSITY PROPER

SPECIAL LIBRARY

NATIONAL LIBRARY

IV. MATERIALS

The library should provide books and other printed material and also other forms of material such as films, records, tapes, slides, illustrations, through which information can be given and knowledge and understanding acquired. Categories of material should be defined. Facilities should be provided for access to contemporary programs of radio and television. Other standards should indicate how the comprehensiveness, quality and objectivity of the material should be assured and recommend minimum quantitative standards, appropriate to local circumstances, for printed and, where possible, other materials.

The library should provide all appropriate forms of material by which information and understanding can be attained: books and other forms of printed material, maps, illustrations, pictures and various types of audio-visual material. Standards should indicate how the quality of the material should be assured and recommend minimum quantities of the different material according to local bibliographical and other circumstances. Materials should be selected by the librarian in association with the teaching staff and others concerned as users.

The library should provide a variety of forms and types of material appropriate to the particular library, such as books, pamphlets, reprints, translations, periodicals, newspapers, technical reports, patents, specifications and standards, and audio-visual materials and special collections. The range and depth should be determined by the objects of the organization, its location, its resources, its needs, etc.

Quantitative standards for book and other materials must be calculated by local librarians having regard to the extent of available local language material and the extent to which material in other languages will be useful. Accession standards must be worked out locally having regard to the state of publishing, the extent of use, the physical quality of books produced locally and other factors.

V. STAFFING

GENERAL

Standards should:

Stress the vital importance of staff adequate in number and quality from the highest professional to the lowest clerical and manual worker, since without them the most comprehensive collection of library materials is almost useless;

Define the minimum personnel, educational, professional and other qualifications necessary for work in the particular type of library, which consists basically of successful selection and registration of materials and provision of their use;

State that professional staff should be available to provide professional services at all hours when libraries are open or when such services are required;

Define clearly the nature of professional duties within the library and should state that sub-professional, clerical and other staff should be employed in sufficient numbers to enable professional staff to undertake the maximum amount of professional work;

State that numbers, remuneration, status, conditions of appointment and employment should be such as would attract suitable persons to undertake the work and that staff should be regarded as part of a career service.

SPECIAL LIBRARY

SCHOOL LIBRARY

Standards should state that specialist staff should be used for certain work, such as with children and adults, reference, advice to teachers, music, and should be available to support the work of other members of staff.

LIBRARY IN UNIVERSITY PROPER;  
LIBRARY IN OTHER INSTITUTIONS  
OF HIGHER EDUCATION

Standards should define the respective roles of teachers, librarians and other staff, and state the point at which and the nature of the staff for which a qualification is required.

SPECIAL LIBRARY

NATIONAL LIBRARY

Standards should indicate the extent to which professional members of staff should be involved in the educational programmes of the institution, instructing the students and others in the use of the library, specialists, and in other ways.

Standards should define the various posts required, the nature of academic library administrator, librarians, translators, and library specialists required in the library, and the part staff should play in other work, e.g. research and education and training.

VI. PREMISES

GENERAL

Standards should indicate:

1. That all libraries should be housed in premises suitable for the efficient performance of the library's various functions;
2. That new library premises should be planned on a functional basis (aesthetic and other considerations being secondary), should be flexible and, while being built to satisfy foreseeable needs, should be capable of extension;
3. The importance of a suitable location for main and subordinate libraries, relative to the convenience of users and to facilitate the library's task of encouraging the use of its facilities;
4. The importance of making the library buildings and furnishings attractive to and comfortable for users, and of giving attention to such features as good lighting, temperature, ventilation and noise control;
5. Ways of measuring areas of accommodation required for different purposes, based on figures for:

V. STAFFING

GENERAL

Standards should:

Stress the vital importance of staff adequate in numbers and quality from the highest professional to the lowest clerical and manual worker, since without them the most comprehensive collection of library materials is almost useless;

Define the minimum paraprofessional, educational, professional and other qualifications necessary for work in the particular type of library, which consists basically of: successful selection and organization of materials and provision of their use;

State that professional staff should be available to provide professional services at all hours when libraries are open or when such services are required;

Define broadly the nature of professional duties within the library and should state that sub-professional, clerical and other staff should be employed in sufficient numbers to enable professional staff to undertake the maximum amount of professional work;

Indicate numbers or proportions of professional staff and other staff, having regard to relevant factors such as population, State that conditions of appointment and employment should be such as would attract suitable persons to undertake the work and plans should be organized as part of a career service.

PUBLIC LIBRARY

SCHOOL LIBRARY

LIBRARY IN UNIVERSITY PROGRAM;  
LIBRARY IN OTHER INSTITUTIONS  
OF HIGHER EDUCATION

SPECIAL LIBRARY

NATIONAL LIBRARY

Standards should state that specialist staff should be used for certain work, e.g. with children and adults, reference, advice to readers, etc, which, and should be available to assist the work of other members of staff.

Standards should define the respective roles of teachers, with some library responsibility and training and qualifications, and should state the point at which and the nature for which a qualified librarian or media specialist is required.

Standards should indicate the extent to which professional members of staff should be involved in the educational programmes of the institution, including the students and others in the use of the library, specialists, and in other ways.

Standards should define the various posts required, the nature of academic and library specialists required in the library, and the part staff should play in other work, e.g. research and education and training.

USA

GENERAL

Standards should indicate:

1. That all libraries should be housed in premises suitable for the efficient performance of the library's various functions;
2. That new library premises should be planned on a functional basis (aesthetic and other considerations being secondary), should be flexible and, while being built to satisfy foreseeable needs, should be capable of extension;
3. The importance of a suitable location for the main and subordinate libraries, relative to the convenience of users and to facilitate the library's task of encouraging the use of its facilities;
4. The importance of making the library buildings and furnishings attractive to and comfortable for users, and of giving attention to such features as good lighting, temperature, ventilation and noise control;
5. Ways of measuring areas of accommodation required for different purposes, based on figures for:

VI.  
(cont.)

- (a) books in open shelving and book stacks, and for storage of other material;
- (b) readers in reference libraries, reading rooms and other parts of the library, according to type of accommodation (seats only, large or small tables, carrels, etc.);
- (c) staff and work processes;
- (d) amenities (e.g. refreshment facilities) and services (e.g. air-conditioning);
- (e) other library purposes, such as exhibitions, lectures, meetings, classes, staff training.

Each country - or group of countries - will need to work out building standards according to the particular local circumstances which are likely to affect the total amount of space and proportions required for each purpose. For very large libraries, special libraries and national libraries, there is less prospect of standardization, but for all libraries the advice given in authoritative publications, including Unesco manuals for librarianship Nos. 10 and 14, on The small public library building (Note 4) and University libraries for developing countries (Note 5), and the IFLA standards for public library buildings, is likely to prove of value.

Some quantitative standards proposed in The small public library building may be of application to other libraries and to a large number of countries. They are:

Books per square metre of book stack space:	160
Books per cubic metre of book stack space:	70
Books per metre of wall space:	164
Books per metre of double faced shelving:	328
	One seated reader per 2.35 square metres.
	One staff office space per 9.33 square metres.

In addition a study of the information given in earlier chapters relating to standards recommended in different countries will provide guidance.

## VII.

## STATISTICS

Administrative arrangements should ensure the regular collection of selected statistics (e.g. as recommended by Unesco/IFLA), so that the extent to which the service measures up to recommended standards can be ascertained, the use made of the library can be studied, and valid comparisons can be made with comparable libraries.