

THE RESOURCES AND SERVICES OF THE SCHOOL
OF BASIC STUDIES LIBRARY, ZARIA.

BY

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A research project

Presented to the Department of Library Science
in Partial fulfillment of the Requirements for
the Degree of Bachelor of Library Science.

AHMADU BELLO UNIVERSITY
ZARIA, NIGERIA.

J u n e , 1 9 7 6

DEDICATED

to the memory of my mother

MRS. D. U. OGUIKE.

1954

1954

ACKNOWLEDGEMENT

The topic for this research was chosen by Dr. Moid who advice on the originality of the project has proved itself. To him and to Mr. Zia, my project supervisor, who read through the work at every stage and gave me very vital direction, I am very grateful.

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CHAPTER I

INTRODUCTION

In an investigation of this nature that involves the resources and services of a small library like that of the School of Basic Studies only very little can be copied from other libraries as reference sources.

It is not easy to evaluate an educational set-up like the School of Basic Studies. For one, its growth is rapid even if not commensurate with the academic demand of the society. Then secondly, its successes, as at now, can only be measured internally. The school does not enter into external competitions with other higher institutions of equal standing elsewhere. Its activities are overshadowed or, at least, greatly influenced by those of the parent institution, that is, the Ahmadu Bello University. The successes of the products are measured by internal standards except, may be, for an external examiner once at the end of the session. (14)

All these factors contribute to make the evaluation of an educational set-up like the School of Basic Studies, a rather uneasy task. Yet it is interesting to know that a few departments within the school set-up do reveal, almost at a glance, a comparatively true picture of the school as a whole. One of such special services is the

Library. While the Library in the Higher School may not truly represent the entire school and her aspirations, it at least does help to achieve the objectives. That is probably why it has become so universally accepted that "the school Library is so integral a part of the total school programme that it is difficult to say where the school stops and the Library begins".⁽¹⁷⁾

The author does not claim that the findings from this fundamental study of the Library could be applied generally to the entire school set-up. But there is a sense in which the findings from this work on the School of Basic Studies Library certainly represent the position of the School of Basic Studies. This is because the Library is a miniature educational complex representing practically all the departments and subject fields in the School. No one department can boast of such diversified interests as the Library can. Nor is there another arm of the School that serves a larger variety of clientele. The Library therefore does not only represent the interests of the School, it actually reflects its strength and weaknesses through its collections and services.

Yet it should be mentioned that there is not much to find out about any Library operations unless, of course, one goes into the technical details which would interest only Librarians. On the other hand, oversimplification

would not do any credit to the highly specialised job of a library evaluation. The compromise is that a detailed survey of a lot of technical processes is presented in an almost entirely non-professional appraisal.

PURPOSE OF STUDY

- 1) To evaluate the resources of the SBS Library in order to discover the weak points in the collection.
- 2) To formulate a principle for future improvement on the present administrative structure, the services and the resources of the Library.

REVIEW OF LITERATURE

Although observers report the complete integration of SBS students into the University social life (14), yet there are reservations which must be considered before regarding the SBS either as an integral part of the University or as a High school. Similarly, the same reservations are encountered where it becomes necessary to group the SBS Library either with the High School Library or with the University Library (12).

Much really has been written about Secondary School Libraries that could be termed as basic reference sources. On the other hand equally much, if not more, is available on the University Library. But scarcely has anything been

written on the college library in a University community.

In particular, the SBS Library has not attracted outside investigations such that, beside a sketchy Library guide (The Torch) and the occasional inclusions in the Principal's Report (2), very little has been put into writing which report anything at all about the Library and its services. Although Katcliffe (12) and the SBS Librarian's report (13) have both mentioned the SBS Library, only very little has been said about its services and resources.

PROBLEMS INVESTIGATED

The author set out to investigate the following problems:-

- i) the growth of the Library collection and expansion of services as compared to the growth rate of the Library clientele.
- ii) the SBS Library, although especially set up to meet the need of the High School or sub-degree students, may not be fulfilling this objective any more than Kashim Ibrahim Library is doing.
- iii) the adequacy or inadequacy of the staffing and financial status of the SBS Library. And, if adequate, to further probe the cause of any inefficiencies in the resources and services.

iv) the relationship between SBS Library and Kashmir Ibrahim Library in respect of their services and resources.

ASSUMPTION

It is assumed that there is room for improvement in the classification and cataloging practices of the SBS Library. But since this is being worked on the issue of classification and cataloging practices is not discussed here.

JUSTIFICATION FOR STUDY

A review of literature on library surveys reveal an alarming lack of written material on College Libraries in a University setting. This is the category into which the SBS Library falls. A lot has otherwise been done on other types of libraries thereby leaving an unhealthy gap which seem to deny the existence of a special yet ordinary college library like that of SBS Library.

It was to confirm this very special attribute of the SBS Library and to bridge the existing gap in literature that the author embarked on this study.

Furthermore, the SBS and its special services like the Library have been in operation for well over five years. An evaluation has therefore become necessary for the purpose of future developmental programmes.

METHODOLOGY

In carrying out this study, the author has endeavoured to follow some organised procedure:

1. At the initial stage of this work, it became imperative for the author to take up a temporary job in the SBS Library in order to gain practical and first hand understanding of the practices in operation in the Library. This long vacation job formed the basis upon which the hypothesis were drawn.
2. This working experience was coupled with personal interviews particularly with the Principal, the SBS Librarian and Dr. J.W.Seale, Chairman of the SBS Library Committee.
3. The personal interviews were followed up with questionnaires drawn up for:
 - i) members of the Library Committee termed "some personalities of the School of Basic Studies that have influence over the decisions that affect the SBS Library" (see appendix 1).
 - ii) the School of Basic Studies Academic Staff (see appendix 2)
 - iii) the School of Basic Studies Librarian, (see appendix 3).
 - iv) the School of Basic Studies students. (see appendix 4).
4. It should finally be mentioned that before and during the working experience, the personal interviews and the questionnaires, the author carried out a literature search which revealed an awful lack of literature in this field and further confirmed the justification for the study.

LIMITATIONS OF THE STUDY

The exponential growth of the SBC Library collection is best analysed by subject or, at least, by the two major divisions i.e. of science and arts. However, while the Library kept records of the total collection growth, no records were preserved of the comparative science/arts collection growth.

Consequently, this study has been limited to the growth of the entire Library holdings and not its component parts.

HISTORICAL BACKGROUNDDevelopmental history of the School of Basic Studies

A.A. Taiwo (14) expressed that there is in Nigeria today a continuing dialogue on educational policy - issues such as control of schools, educational finance, moral and even religious education. He further went on to say that one real emotional and still pertinent issue has been the imbalance of educational opportunity throughout the country - an imbalance more pronounced between the Southern and Northern States of Nigeria. This educational gap has become an emotional topic because educational opportunity, on lack of it, is tied up with issues ranging from production of non-power for various facets of life to general advancement and social progress. Disadvantaged areas often see themselves in an unfair competition with others. This bred ill-feelings and often led to very unhealthy political and social tensions.

The SDS was created at the peak of a debate on the educational gap. It was born out of a challenge to meet high level manpower need of the Northern States and "to seek a redress in the disparity in educational opportunity and thus reduce the basis of constant tension and unhealthy rivalry" particularly for the Northern States. This is probably more obvious through a study of the aims and objectives of the supporting body i.e. the ICSA, (Interim

Common Services Agency).

So in order to fulfil the fundamental purpose of the University "to secure the diffusion of knowledge throughout Northern Nigeria" and to implement the Federal Government's policy of balanced educational development throughout the country, the Ahmadu Bello University declared opened in February 1970 on the Main Campus in Zaria, the School of Basic Studies.

We have been told that the School of Basic Studies is also committed to a threefold purpose:

1. The determination to provide an opportunity for worthy students of the Northern States to obtain a higher education that is functional and service oriented.
2. The maintenance of an atmosphere of academic excellence where students can learn to learn, learn to love the truth and others, learn to live with others, and learn to lead others with humility and justice.
3. The adherence to basic studies in the arts and sciences that will ensure the necessary breath for depth studies.

In its structural set-up so far, the school has functioned very much like a faculty in the University complex but for the fact that it does utilize staff from other faculties.

The head of the school is the Principal and his job is more of coordinating activities of the school's different

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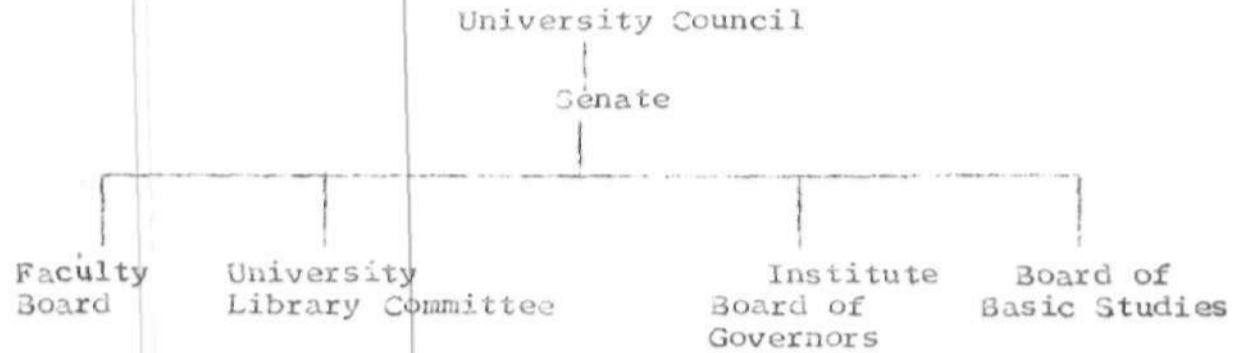
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The head of the school is the Principal and his job is more of coordinating activities of the school's different

"faculties" as well as supervising the administration.

There is also a Vice-Principal who deputises for the Principal. Administratively at the pinnacle of authority is the University Council such that the School automatically belongs to the University governing body. This is to say that the central Board of the SBS is directly responsible to the University Senate.



Hierarchy of Administrative Responsibility.

Two subject areas were the first to be introduced with the inception of the School and these were - Arts and Social Sciences and Natural Sciences. At the onset, the school had only six Arts and Social Science lecturers and one Natural Science lecturer. Now the school has oversixty five members in the academic staff although a greater majority are in the Arts and Social Sciences.

Records of the first intake into the school reveal that in 1970/71 session there were 55 students admitted in the Arts and Social Sciences and none in the Natural

Table 1. Number of students admitted into the School of Basic Studies, Ahmadu Bello University, Zaria in the years shown.

	Arts	Science	Total
1970/71	55	-	55
1971/72	75	118	193
1972/73	477	502	979
1973/74	362	176	538
1974/75	336	513	849
1975/76	390	470	860

Sciences. Through the subsequent sessions, the numbers have increased and in 1975/76 session, there were 390 students in the Arts and Social Sciences and 470 in the Natural Sciences making a total of 860 students. (see Table 1)

At the beginning of the session in 1973, the school was split into two broad divisions - the Humanities and Sciences as opposed to the former Arts and Social Sciences and Natural Sciences. The reason for this split was for academic as well as administrative purposes. Before this time, the various sections in the 'faculties' were organised by courses. That means that lecturers in courses like History, Biology, etc would always report directly to the Principal for anything. But now that a split had been made, only the two heads of the newly formed divisions are directly accountable to the Principal. This has lessened the tedious job of direct supervision as well as the organisation of over ninety members of staff of the SBS.

In 1974 yet another big change took place in the SBS calendar year. From inception, the SBS had had an intensive and accelerated five term course beginning in January and ending in May-June i.e. lasting a year and half, and students were examined twice during this time. The examination taken at the end of the five terms, determined whether they qualify for admission to the University to take up degree studies or not. But in 1974, the school calendar year changed

from the usual January admission to July. Two reasons were given for this:

1. To adjust the time table of SBS to the general school year all over the country.
2. To allow the SBS programme to be in tune with what obtains in the other Universities of the country i.e. the usual 6 months for the preliminary courses.

As with any other developing institution, the SBS today has an extension to its Science Laboratory. (a fire incident that took place later in 1975 destroyed the Physics Laboratory). This extension is going to be a storey building. In addition is a complex theatre which is nearing completion and already plans are on the way for a big Library within the school premises.

There has also been a vigorous staff development in the school and this has been met with by setting up more buildings and offices for both non-academic and academic staff.

The school is at present considering a correspondence Course (distance teaching). Its aim is to give both workers and teachers within Zaria and even those outside Zaria a chance to study science subjects in A-level. The courses will vary from once a month to twice a month and will involve posting of lectures to the individual participants. Already, the Academic Planning Committee of the University (APC) has approved this special service of the

school to the community.

ii) Developmental history of the SBS Library

Like many other Libraries the world over today, the SBS Library started as a reading room. This was in January 1970 and the purpose was to meet the demand of the SBS which came into existence that same year.

It was first situated in a room in the Faculty of Arts and Social Sciences building. In 1971 it was moved to two rooms on the ground floor of the department of Biological Sciences building. Later in 1972, it was moved into an old building by the roundabout adjacent the Arts and Social Sciences building. Then the ASU Staff School used part of the Library as classroom. The noise could not possibly be shut out. Then in February 1973, it was moved into the three classrooms in the premises of the School of Basic Studies where it is operating to date. It is understood that the Library will still be moving. It has actually been confirmed that the Library would soon move in 1976 to the first and second floors of the present Kashim Ibrahim Library, that is as soon as the new KIL is finished. Arrangements are however underway to build an SBS Library within the SBS premises.

The first man to work in the SBS Library was Mr. O. Ejembi who left in 1973. He was a primary six holder and was recruited from KIL. He was succeeded by Mr. S.H. Womboh,

a diploma holder in Library Science and he later left the place for the present Librarian, Mr. J.E. Bossua who is also a diploma holder in Library Science.

The bookstock as at 1971 was 2,940 volumes with some magazines, periodicals, pamphlets etc. As at 1st March 1976, the bookstock has risen to 7,081 volumes.

Right from inception, the Library had served, rather exclusively, the students and teaching staff of the SSS. However, consideration is also given to research workers outside the school who need materials for their thesis or other research work. This has been dealt with in more detail in Chapter 4.

As mentioned earlier, what we today know as the SSS Library started as a reading room. Books were very few and ofcourse there was no lending/loaning system. Clientele were only allowed to make use of the books they wanted within the library premises.

On the staff around 1974 were a Librarian, a Library Assistant III, a Library Attendant I, two Library Attendants of Grade II and a Library Clerk. The number has increased considerably over the years.

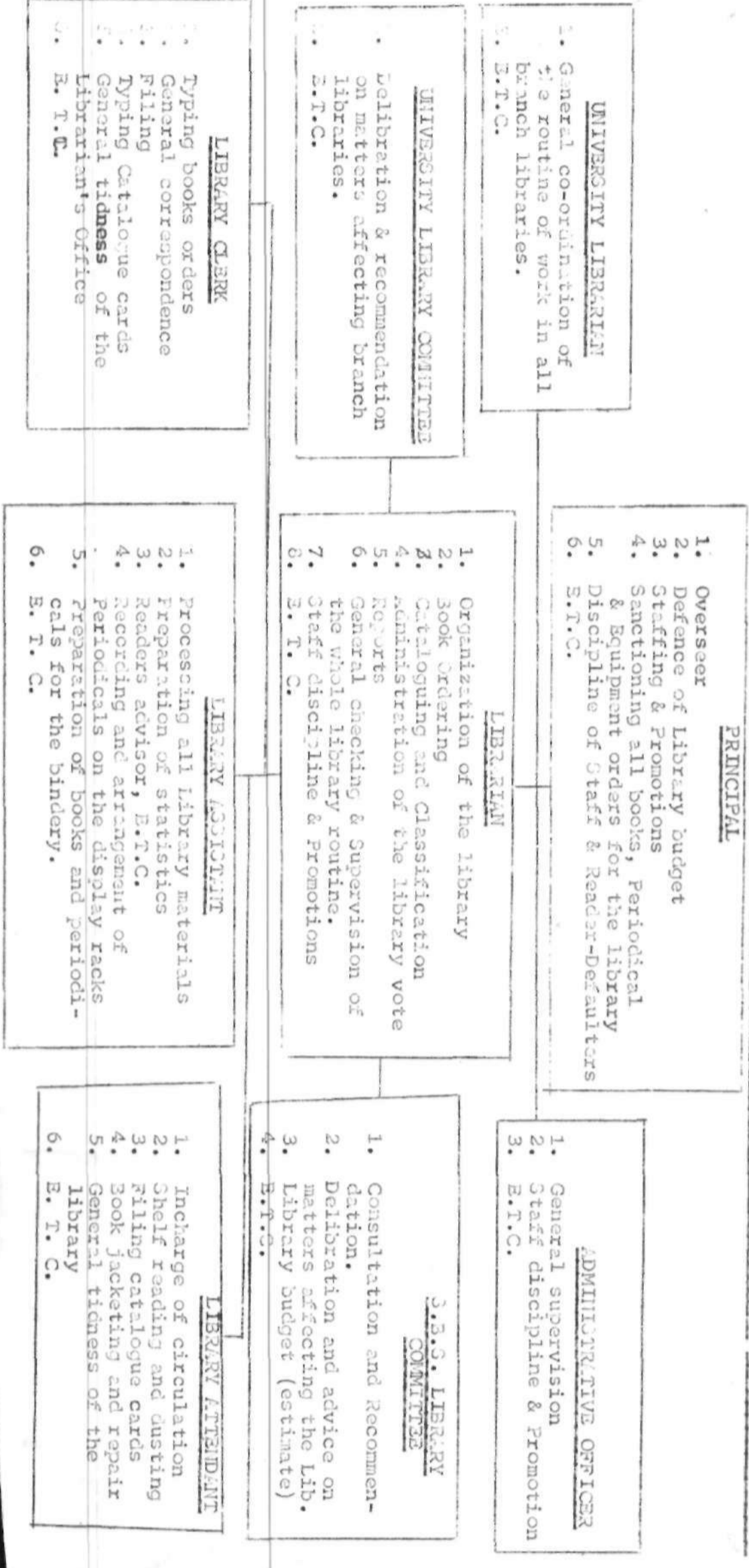
A school Library Committee was also in operation with Dr. J.M. Seale as the first Chairman. He is still Chairman to date.

The CBS Library adopted the following routine concerning the hours of opening: Mondays - Thursdays 8 a.m. - 10 p.m.; Fridays 8 a.m. - 9 p.m. and on Saturdays 8 a.m. - 1.30 p.m. during the term. During the vacation, it is opened Monday - Thursday 7.30 a.m. - 2.30 p.m., Fridays 7.30 a.m. - 1.00 p.m. and Saturdays 7.30 a.m. - 1.30 p.m. The Library does not open on Sundays. This it has still maintained.

Because of lack of accommodation for both Library materials, library staff and readers, since inception, the proposed new Library the School is embarking on, would be a big Library that can house about 21,000 volumes and should be able to accommodate about 400 readers at any one time.

Fig 1
SCHOOL OF BASIC STUDIES
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.

Fig 1 : FUNCTIONAL ORGANIZATION OF THE LIBRARY



i) Primary Objectives

While the function may be straightforward, it is usual to find that school (High School Libraries; generally are no more than reading rooms with improvised facilities for book lending. There are therefore two modes of Libraries that are commonly met in colleges and sub-degree institutions:

- a) The little library with small but well-defined departmentalised provisions for book-lending, cataloging and classification, acquisition and reference services.
- b) The large reading rooms that is assuming the specialised functions of library. This is usually characterised by haphazard record keeping and the non-professional handling of professional jobs.

The situation therefore demands that there be a proper definition of primary objective and fundamental requirements for the setting up of a college library. It is also through such a recognition of primary objectives that an effective evaluation can be carried out.

The records do not give any well-defined and written out primary objectives of the set-up. But the objectives of sub-degree libraries scarcely vary from place to place. They would include:

- a) To provide basic useful text-book materials for easy access particularly to students. This fundamental stock serves as a supplement to the recommended books which each student is supposed to possess. This is one reason why most college libraries have more reading space and function more like reading rooms than actual libraries.
- b) To act as a book depot or centre for reference library materials that would be of particular interests to staff and students. The academic staff are further encouraged to use a variety of materials which though usually unavailable to students can be made accessible through the Library in a reference section.
- c) To make available to students such amenities as serials services for students consultation. This periodical department is a rare library service which, very often, can only be effectively provided by an organised library effort and only very seldomly through individuals.
- d) To act as a data bank for storing anything that would be of use as student reading material particularly non-published information e.g. past question papers etc.
- e) To promote further extensive reading by making available library materials of diverse interests and varying fields including fiction and non-fiction.

ii) Finance: Demand and Supply

Whether a Library's primary objectives are met or not depend very much on the financial resources available for its development. Many a Librarian's aspirations and likely goals have been foiled by the lack of funds. This has made a feasibility study a very popular subject at the beginning of Library developments. However, some Libraries, like the SSS Library, developed from reading room collections and therefore had no formal feasibility surveys before startment. With such Libraries, the financial demand can only be known through trial and error methods and by operational experiences.

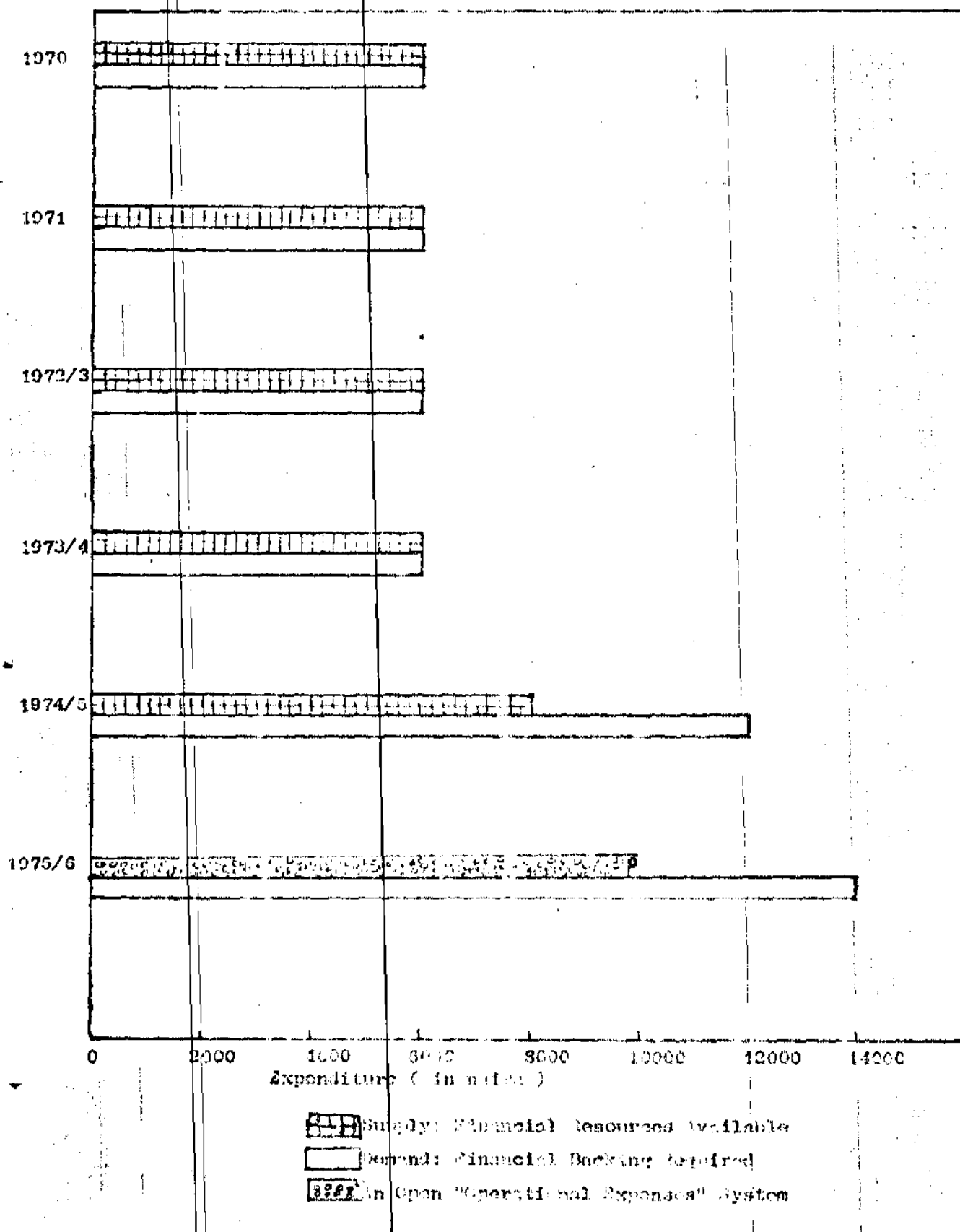
Consequently, a study of the following do express the true relationship between the financial demand and the financial supply of the SSS Library:

- a. Financial provision
- b. Financial policy
- c. Budgetting.

a) Financial Provision

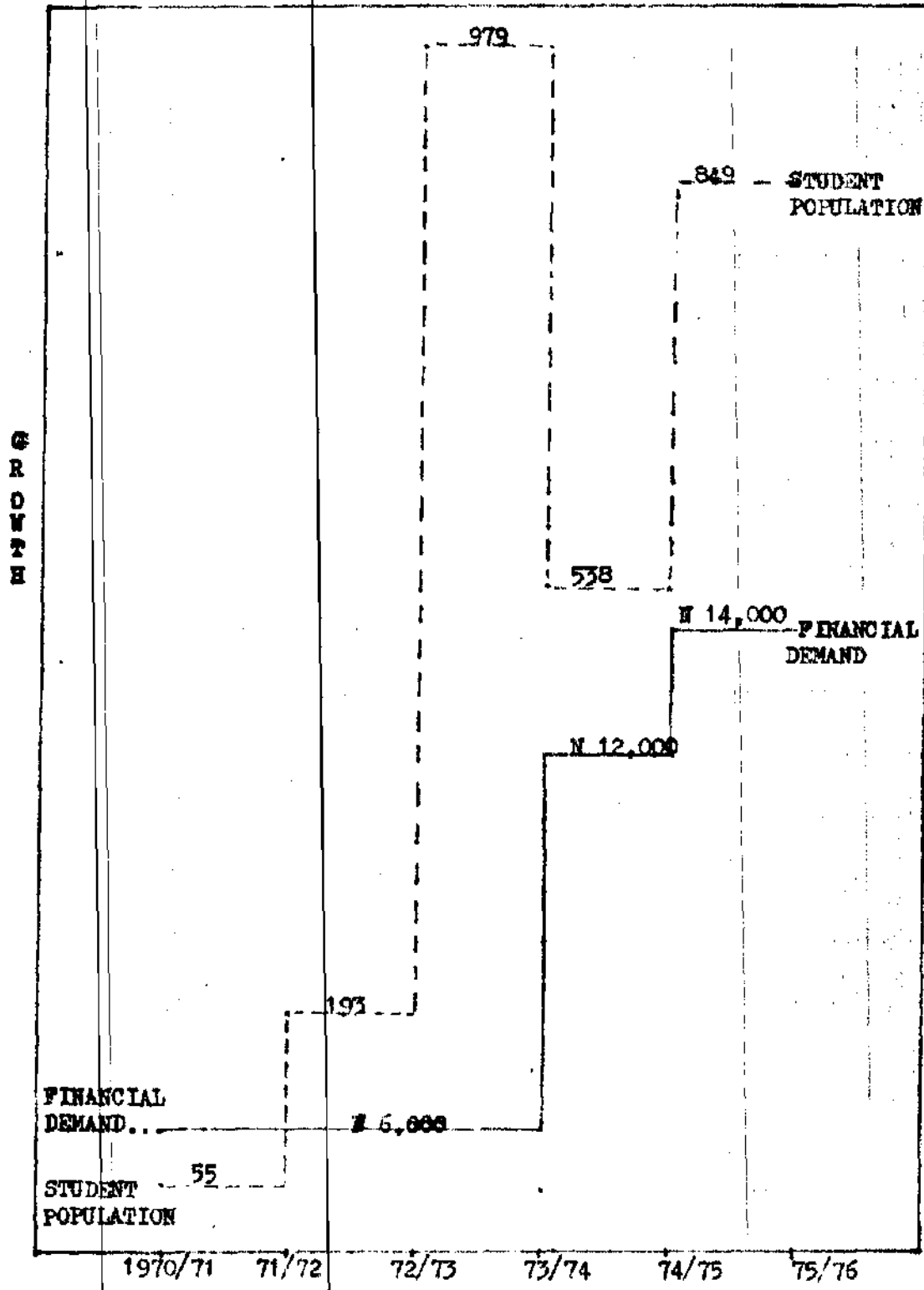
The financial requirements of the SSS Library had some effect on the fulfilment of its primary objectives. This may be inferred from the variation in opinions expressed in questionnaires on the financial provision of the SSS Library. In recent years at least, there has grown a variation of opinion on the adequacy of financial provisions. Even in the library committee, members vary in opinion to

GRAPH 1 : LIBRARY FINANCE - SUPPLY AND DEMAND



GRAPH 2

COMPARATIVE GROWTH OF LIBRARY FINANCIAL DEMAND/STUDENT/POPULATION



such a degree that one holds that financial provision is adequate while another says that it is not even good not to mention being adequate. (Questionnaire for Library Committee attached as appendix 1)

It could however be argued in one's favour that the financial provision of #6,000 each year for the Library in the sessions from 1970 to 1974 was the demanded amount. And that only once in 1974/75 session has the Library been given an amount lower (by #4,000) than it demanded. (see Graph 1).

b) Financial Policy

In addition to the financial provision, there is the question of policy which has been subject to so much variation. This is mainly because it grew out of a trial-and-error operation - without an initial feasibility study. (see Graph 2).

c) Budgetting

It is pertinent to mention that the projected growth of the entire school has not measured to the eventual growth. As a result, it would appear that there has been an underestimation of Library needs. In addition to that, a study of the rise in expenditure as compared to the rate of growth of entire school does reveal an appreciable gap. For example, the financial resources available for Library services in 1970/71 was #6,000. The Library financial

FIG 2 : BUDGETING - 1974 / 75



VOTE FOR EACH DEPARTMENT OF THE LIBRARY FOR THE SESSION 1974/75. Total Vote for Library = 92,000

demands remained at that for three more consecutive sessions, 1971/72, 1972/73 and 1973/74. This static position, of course, does not represent the growth of the school which student population leapt from 55 to 1,517 in the same period. (See Graph 3). Furthermore, from the past Library expenditure, it is apparent that there is a lot of flexibility in the use of Library vote. It is even seen that up to date the Library Committee through the direct involvement of the Librarian have not been able to work out fixed estimates for the various departments of the SBS Library. These should include salaries, binding, office equipment and maintenance.

In a Library of this size, it should be easy to work out approximately how much would be required for each operation like references (including photocopying) binding, conferences etc. This vital practice is, at present, not developed here. (See Figure 1). Recently, that is 1975/76 session, the Library vote system has been abolished and in its place is a new and extremely flexible "operational expenses" vote system. This newly introduced system is one whereby purchases and other financial needs are met through a centrally controlled lump^{sum} of money. This change may not justify the statement that "the financial policy has been subject to so much variation", but it, at least does reveal the absence of a satisfactory and rigid policy.

sum

from at the practice since it is a double edged sword. On the one hand such stringent scrutiny delay vital library processes while on the other hand, they do try to enforce some order.

When talking about oversea purchases, (which is inevitable since most of the relevant materials are published abroad) the problems of foreign exchange rears its head. This foreign exchange problem, by the way, is very closely related to customs and clearance. Because of the tedious and time-taking job involved, Librarians are always forced to acquire through a third party. The SBS Library has in this regard done most of its book buying through the Ahmadu Bello University Bookshops. Many of the academic staff complained through the questionnaire that the books they ask for through the SBS Library never seem to arrive.

It does not require microscopic investigation to identify the major problem that exists in the acquisition, i.e. that of selection staff. The existing staff position in the SBS Library will have to improve before an appreciable improvement in selection can be achieved.

Furthermore, an evaluation of this nature must go hand in hand with other environmental developments like (a) the Student population, (b) subject areas and (c) technological changes.

a) Student Population

The school population greatly affects the library services just as it affects the Laboratory services. But beside the size of the population the make up also affects the library collection. For example the student number helps to decide on the multiple number of dictionaries that should be acquired just as much as the subject distribution helps to determine which type of dictionary to buy.

Reference has already been made as to the direction of collection/student growth. While the collection is in one direction (i.e. with an inclination to the arts) the student population has reflected a bias for more science than arts. (Figure 3 & 4) An attempt has been made to relate the growth of Library collection to the student population. The result of this comparative survey is presented in Graph 3)

b) Subject Areas

If anything in the School reflects the subjects offered, it should be the Library collection. The administration of the school does not determine how many fine art or how many geography students should be admitted. As a matter of fact, at the time of admission only a few candidates actually know where they belong, i.e.

which subject area they will study. Consequently and considering the available facilities only an approximate prediction can be made of the distribution of students into subjects.

This therefore means that the onus of uncovering the student distribution in each subject area falls on the Librarian who is concerned about developing a 'balanced' collection. It then cannot be overemphasised that the keen participation of the selection staff in all subject areas in the school is a vital step in collection development. The GBS Library selection staff is made up of one man - the Librarian. This is probably due to the professional nature of the job. Occasionally, it is understood, members of the academic staff do help in the selection exercise by making recommendations for acquisition of materials. It is needless to emphasise the imbalance in varying subject areas of the collection. Some subject areas are growing at the expense of others. The writer after the study is particularly of the opinion that the art collection is being built up at the expense of the science. It is not unfounded to have more art than science books in a country at this stage of development. For one, the art books are more readily available in the market. Then, they are to a great extent cheaper than the science. Yet it is still bad Librarianship to develop a lopsided collection.

The lopsidedness of the SBS Library collection was further exposed through a study of the admission figures (see Figure 3). It is obvious that there are averagely more admission in the science than there are in the art. Yet contrary to the direction of student population growth the collection has continually registered more acquisitions in the art than in the sciences. (see Figure 4.).

c) Technological Changes

It is not fair to expect the SBS Library to have the highly advanced technological aids that are in operation in most advanced Libraries. But for the purpose of a collection evaluation it is nonetheless valuable to record the progress that has been made in technological adoption. This is not the same as saying that the possession of a cumbersome and redundant microfilm reader in a Library is a mark of progress. The argument really goes a little deeper than that. It is to be recognised that the Library is a modern and highly technological set up and without technological provisions is at a great loss. This is because Library practice the world over is adopting the rapid technological changes initiated in the West. This means that more and more Library materials are today made available in many other forms including microfilms, microfische, records, tapes, charts, fine prints, slides etc.

It is observed that only very few High School/sub-degree materials are at the present being produced in microfiche, records and films. But other less expensive technological innovations like photocopies, slides and charts are now becoming very popular for teaching purposes. The sub-degree Library collection is in itself an educational set-up and the Librarian playing the role of an education

has an obligation to "bring the mountain to Mohammed".

Technological changes also involve consideration of the most recent Library practices (cataloging rules, classification system and spatial arrangement) in vogue. This does not justify the annual change of classification schemes from DDC to LC from LC to UDC etc.

The SBS Library, it is discovered, is not conservative but it has nonetheless not been able to incorporate any changes in technological advances. This fact cannot be dissociated from the financial backing of Library projects. At the present, only what is absolutely necessary and the barest minimum of that which is necessary is so far being paid for. On the other hand, as has been mentioned in the previous chapter, the classification system is undergoing a change from the Devey Decimal Classification to Library of Congress like Kashmir Ibrahim Library.

This demonstrates a definite anticipation of the future of the Library and Library services in the SBS Library. While this does not enforce the collection, an appropriate classification scheme does make the holdings of a Library more readily available to the user.

CHAPTER 4

CLIENTELE AND LIBRARY SERVICES

The library clientele are related to the Library the way a nation's citizens are related to the government. One makes the services of the other necessary. The library exists to meet the specific need of its clientele just as a government exists for the organization of human society. As corollary it could be said that library services would appear redundant without clientele. So because of the dependence of one on the other (and vice versa) the relationship between the library clientele and the services is a vital one.

Much study has been put into understanding clientele services. A lot has been put forward as solution to problems of clientele satisfaction. While all these do find a place under "clientele and library services" only the most fundamental services can be discussed in a presentation of this nature. This includes answering such question as "what basic services does the library have to offer its readers and to what degree of efficiency are these duties performed"? A more detailed study of these phenomena are necessarily beyond the scope of this work.

i) Space

The Indo-American report (11) states among other things that every good library should have a functional

building constructed on modern design and the furniture and the special standard equipment needed to provide optimum conditions for housing the collection and to facilitate the work of the staff.

The school library, the college library or, as a matter of fact, the sub-degree library like any other library needs adequate facilities in a physical environment conducive to optimum use of the library collections and services. To achieve this, there should be provision for the safety of library materials and for effective working conditions for staff and others as follows:

- a. Floor loads within structural allowance,
- b. Quarters free from machinery vibrations, outside noise and odour
- c. Adequate ventilation and moisture control for the preservation of library materials.
- d. Proper quantity and quality of illumination for reading, study and reference use of materials.
- e. Enough space for library service functions, etc.

The fact that the SBS Library had moved many places and is still moving, does speak for itself, i.e. that it is poorly housed. At present, the Library suffers greatly from lack of space for the users, for library materials and even for the use of the staff. This fact has prominently featured in the questionnaire which were completed by the students of the SBS Library and even the Librarian himself. At least 32% of the student population

are of the opinion that the reading space provided in the Library is inadequate.

The Library at present is occupying three lecture rooms joined together, on the first floor of one of the complex lecture buildings of the SES. It measured 40' 36" x 20' 13" (43' x 21' 11"). As it was not originally meant for the Library, specifications peculiar to a library building and the growing nature of library materials were not taken into consideration and that has crippled services in a way because the collection is bound to increase. Joined to the Library is another room measuring 25' 40" x 20' 11" used by the Librarian, his assistant and a typist. This is the Library Office and workroom. This section where the Librarian and two other members of the library staff occupy, is cut off from the rest of room which is being used as a reading room. Here in the Librarian's end of the building the students read magazines, periodicals, journals and such materials.

The Library can only seat a maximum of about 83 readers comfortably at any one time. Usually that is when most of the students are away for lectures. Most of the time when the students are not in for lectures there is usually a scramble for library seats. Near the entrance door of the Library, and running down to the end of half of the room, towards the left is the loan desk. Behind this loan desk

where there always are three to four Library Attendants are the Library catalogues. Also at this central spot are smaller shelves comprising books on reserve which are loaned out to students for the maximum period of two hours at any one time. On the right hand side of the entrance door is yet another small shelf containing New Arrivals for clientele who chose to browse through.

Apart from the wall clock and an airconditioner, there is nothing peculiar to the library. The windows are the usual classroom windows with no special provision for book safety. The ceiling in the reading area is too low by many library standard requirements. The Librarians Office cum work room accommodates the typing machine, some few shelves and stacks for periodicals, pamphlets and the dailies. At one corner are few equipments for book mending and some provision for a staff "tea break". Apart from these minor equipments, the Library can't boast of any major equipments to facilitate and improve services such as microfilm or photocopying machine.

These may, however, be purchased in the near future or inherited when, the Library moves to the present KIL building or when the new SBS Library is finally built.

ii) Direct Services

The SBS Library is a 'growing organism' and in its barely six years of existence, it has struggled from merely

storing books for a few patrons to having open access from both its clientele and potential users. It has not stopped there. The test of a library's usefulness in answering information and fact-type reference questions is the ability of the staff to see that users get the information they want or the knowledge of where to get it as quickly and precisely as possible. With a scanty staff, the SBS Library tries to provide for its users personal assistance, in the way of information and instruction. Instruction is given to library patrons in the use of the library and in the use of items in the library collection.

Reference and information services are services rendered by the reference Librarian in aid of some sort of study. The reference Librarian very often serves as an interpreter of library resources and reference literature such as dictionaries, encyclopedies, almanacs, catalogues etc. held in the library for consultation. In this line, the SBS library, tries its best in furnishing information on all subjects, giving personal guidance in the use of the card catalogues and bibliographies.

In addition to all that, the Library conducts an orientation course for new students. This is a standard practice. The majority of the users of the SBS library are students and so the Library offers the new students a special assistance in the use of the Library as soon as they come into the school. The students are usually taken

round the Library and are briefed on the arrangements and also shown how to find out information and borrow books. They are usually also given the hand book of instructions "The Torch". The Torch is a yearly handbook and like the torch-light it does help students to find more basic information in the Library.

The second year SBS students are usually accustomed to using the SBS Library and therefore demand less of person to person attention. The staff, may-be because they do not use the Library as often as do the students, also demand some amount of attention in form of direct services.

iii) Indirect Services

Indirect services or behind-the-scene activities of the SBS Library would not entail much more than would the average college library. Running to line with other colleges or school libraries, the SBS Library concerns itself with the preparation and development of catalogues, bibliographies and such other aids which help in providing access to the Library's collections and which extend the Library's services through cooperation with others. In addition, there are the selection and organisation of materials, the evaluation of the services and the collection, filing and a little inter-library loan. These indirect services, are however, in their embryo stages.

It was mentioned earlier that the indirect services of the SBS Library are not such as to attract attention because apart from the services mentioned above, the Library does not operate any such special services as photocopying, microfilming, indexing of periodicals etc. One might generally attribute this situation to insufficiency of funds and to the inavailability of technological facilities.

"In school and academic libraries", according to A.W. Katz, "book selection is based primarily on needs as expressed through the school curriculum. Reference works are purchased that support the curriculum, that meet the needs of students and faculty members. Given adequate budget, space and staff and other adjuncts necessary for good reference service, the matter of selection is somewhat easier than in the public library which must serve the needs of a much larger, more varied audience". (5)

Book selection in SBS Library is done by members of the teaching staff with the aid of the school Librarian. The Librarian forwards the list of titles to the Library's customers or suppliers.

On receiving the order, the books are processed the usual way. This includes the Librarian cross-checking the order with the order form. Following that, the books are given their accession numbers and then entered into the accession register. Sometimes, this is done by the

Librarian's assistant. The Assistant then collects the books, stamps them and does the 'preliminary cataloguing' of the books on the given cards. (The SBS Library uses the Anglo American cataloguing Rules - British Text).

The Librarian takes the books, cross-checks the work for necessary corrections and classifies them. The cards and the books are then passed to the typist after which they are usually cross-checked and made ready for the shelves while some go up on display.

The SBS Library has an acquisition policy that guides the acquisition of Library materials. No other research workers helps in the development of collections.

The Library employs the popular card catalogue as a book shelf guide. There are two - an author and a subject catalogue which both staff and students find quite easy to consult.

As for periodicals, the Library used to purchase various titles. Later on, however, it found out that there is a lot of duplication going on between it and KIL. Students were therefore advised and encouraged to make use of the K.I.L. periodical or serial section. At present, the SBS Library concentrates her efforts on purchasing a few vital periodicals and those ones that have been specifically requested for or recommended by the teaching staff.

The Library uses the Dewey Decimal classification scheme (18th edition). Each book according to its subject is given its class number. The books are then arranged in numerical order on the shelves. For instance, all books on Algebra are numbered 512 and are followed by books on Arithmetic at 513 which are then followed by books on Geometry at 516, and so on. The SSS Library is at present thinking of adopting the Library of Congress classification scheme in order to maintain uniformity with KIL since both cooperate to produce a Union catalogue.

Talking about administrative services in SSS Library, calls to mind the definition given by Professor Floyd W. Reeves of the nature of administrative organisation. He claims that administration is "the arrangement of the personnel for the accomplishment of the objectives for which an institution exists", and adds that it includes "the division into groups of all these activities necessary to achieve the desired objectives and the allocation of such activities to the individuals".

As has been mentioned previously the SSS Library is definitely a small one with but a few staff. Work is divided into two main sections in the Library. The Librarian with his Assistant and a lady typist occupy the serials section. The rest of the staff which at present includes another Library Assistant and seven Library Attendants are

incharge of the reading space and loans section of the Library. This later group sees to it that books are checked out to clientele who are mostly students and lecturers of the SBS. It is usually believed that lecturers require several books at a time for study, preparation of class notes and for demonstrations. For this reason, they are allowed to borrow a maximum of ten books at any one time for a month though in special cases, a staff may retain library books for a term. Students are allowed to borrow only two books and that is for the duration of two weeks after which the books are renewed if the borrower wishes, or they are returned if another student has requested for the particular books in advance. If a book is overdue, a reminder form is sent to the borrower to return the book to the Library. If a student loses a book and he can't get it at a given time, he pays the cost for such a book and a replacement copy is bought. Staff members are usually more difficult to discipline and they are most certainly the worst offenders at breaking circulation rules. Very often staff members do violate the one month loan limit.

The wear and tear of circulation requires that books should be mended, repaired, bound and rebound so that they are maintained in good condition for handling. The SBS Library operates a local 'bindery' within the work-room mainly for book mending. Books for binding are sent to the Kashim Ibrahim Library bindery. The School pays

the cost of binding.

Talking of stock verification, C.G. Viswanathan says that "the proper method of estimating the assets and liabilities of a library is to take stock of its books and other reading materials and equipment". Experience shows that it is best to verify stock once a year, preferably during the long vacation when the students are away on holidays. This the SBS Librarian tried to do before the School programme was altered. Now the new intakes come in and school commences in July giving no rooms for library stock taking. However, record of current library holdings is kept every end of month and this is done by adding to the previous number of volumes, the preceding month's number of books acquired by the library. Books also come in through gifts and exchange. As at 1st March, 1976, the Library recorded 7,081 volumes excluding periodicals which have a separate recording register.

There is a Library Committee that looks after the development of the Library. This committee was set up in 1972.

Apart from the compiling of the Union Catalogue which the SBS Library does in cooperation with KIL, the SBS Library is completely autonomous from the main University Library. It is the duty of the Assistant Registrar of the SBS and the SBS Librarian to undertake the personnel management, i.e. recruiting of Library staff and supervising

them.

From the above account, therefore, one can deduce the fact that departmentalization within the library is not well pronounced in the SBS library because of its size in staff and materials as well as space, although it enjoys a bit of the administrative set-up like any other small library of its size (see Fig. 2).

iv) The Library Clientele

Much has been said about the library clientele of the SBS Library. There are two specific groups of people the library serves. There are the SBS students and the teaching staff. In addition, the SBS library renders some services to a few other under-graduates from other departments in the University but these are allowed to use the library with the express permission of the Librarian. Again, the library, apart from serving the SBS teaching staff also renders in a smaller degree, some services to some of the administrative staff. Because of lack of space, and insufficient copies of the necessary books, the library can't accommodate any other users.

It has already been intimated that membership of the Library is available only to students and staff of the SBS. At the beginning of each session, all the new students and teaching staff wishing to use the Library have to complete

registration cards for membership. Members are expected to show their University identity cards to the Attendants on duty at the counter any time they wish to use the library. Formerly, students were only allowed to borrow books over the weekends due to insufficient number of books but now they can borrow at anytime. This does not mean that there are enough copies of textbooks for everybody but it is hoped that students will not all need the same books at the same time. To this effect, only two books can be borrowed at any one time and they must be returned in two weeks time.

All borrowing is conducted at the circulation desk immediately inside the door of the library. Books to be borrowed are presented to the attendants who sits behind the circulation desk. Students also have to complete a book request form and hand it in together with their university identity cards for any book they wish to consult from the reserve book shelves. The user keeps the book for the maximum time of two hours after which he should check at the circulation desk to see whether any other person wants to make use of that same book.

As has already been mentioned the Library opens on Mondays through Thursdays from 8 a.m. - 10 p.m., Fridays 8 a.m. - 9 p.m. and on Saturdays 8 a.m. - 1.30 p.m. during the term. It is open on Mondays to Thursdays from 7.30 a.m.

- 2.30 p.m., Fridays 7.30 a.m. - 1 p.m. and Saturdays
7.30 a.m. - 1.30 p.m., during vacation. Most of the students
like this although a few would want some extensions in the
evenings. The loan system for the teaching staff is quite
simple and different from the students'. A register is
kept at the entrance desk where particulars of borrowers
and books are entered. Non-registered members of the
staff are not allowed to borrow books. Teaching staff
are also prohibited from borrowing books to later give
them to their student friends as this breeds an unhealthy
rivalry among students. How many keep strictly to this is
another question altogether. In the case of damaged or
missing books, by any member of staff especially if such
books are borrowed and given to students contrary to the
Library rules, the staff concerned bears the cost (or double
the cost) of repairs or replacement, as the case may be.

The teaching staff are kept in the know about new
books in the Library through a monthly accessions list
which is usually sent to each member of staff. Such new
books remain on display for a few weeks before shelving.

LIMITATION

The major limitation in the services of the SBS library is space. 79% of the students who filled the questionnaires complained of this handicap. It must be noted that as long as the students cannot find working space inside the Library they are already excluded from whatever services the Library is capable of offering.

The inadequacy of the staff position also introduces some limitation into the services of the Library. For example the hours of opening depend a great deal on the availability of staff. As a matter of fact most libraries that run shift duties have first to consolidate the adequacy of the staff available for the exercise.

Collection development as discussed in Chapters 3 and 5 is affected both by selection staff and by the non-availability of fund. Funds, if it may be generalised, is a limiting factor in many library developments. But considering the number on the SBS staff who can help in selection, selection staff ought not to affect the rate of collection development. However, possibly due to academic staff indifference to selection, it does present another hindrance in the services of the Library.

SUMMARY RECOMMENDATIONS AND CONCLUSION

A) Summary

The SBS Library, if the claims in Chapter I may be repeated, has never been subjected to such a rigorous evaluation before. This is probably because of its unique position as a High School Library in a University setting. Consequently a gap has existed in literature which are relevant to the particular need of the SBS students.

It has been interesting to follow the development of the services from the stuffy and overcrowded reading room days to that of a college (school) library. The present building is, like the previous, not built specially to house a library, but at least it is more spacious. And, furthermore, the future plans for a prospective library building have been completed.

With regard to services, little has been said which is not obvious to the casual observer. The student population and student demands, let alone the staff needs, have grown by leaps and bounds over the years. The staffing position of the library does not reflect this astronomical rise. The collection development has gone up at half the rate of demand. It has already been mentioned that in February 1973 the SBS had an upgrading of library accommodation from a one-classroom reading room to a three room

school library. Yet the space available is not by any means commensurate with what is demanded.

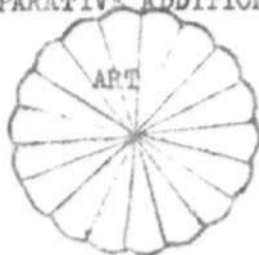
While the primary objectives of the SBS Library may not be well spelt out, the general role of a sub-degree library in a University setting can be assumed. The SBS Library in particular appears to be meeting, at least, the fundamental requirements for a Library in its class.

The financial situation as discussed in Chapter three can be said to reflect the position of the school. The adequacy of the financial provisions could be argued in the first three years of the library development. Since 1974 the financial demand has been seen to exceed the supply. The result is, of course, an almost irresistible temptation to check the rate of development. It was also found that at the root of the imbalanced development was an extremely flexible financial policy.

The collection and its growth rate has been compared with the student population and growth rate. The percentage increase in stock is appreciable but since this is only an arbitrary measure the direction of collection has to be studied. The collection shows an obvious lopsided inclination towards the arts. This is contrary to the direction of growth of the student population; since inception there has been an increasing intake of science students compared to art students (see Figure 3).

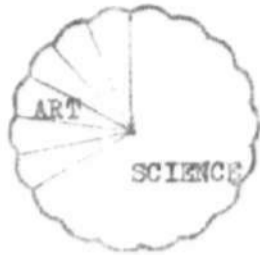
FIGURE 3
STUDENT ADMISSIONS: COMPARATIVE ADDITIONS TO ART/SCIENCE

1970/71



no Science

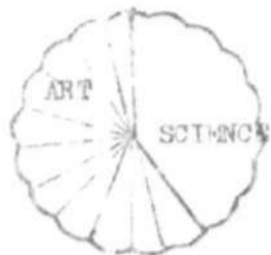
1971/72



1972/73



1973/74



1974/75



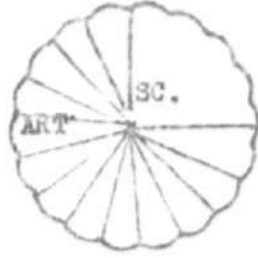
1975/76



FIGURE 4

LIBRARY COLLECTION: COMPARATIVE ADDITIONS TO ART/SCIENCE

1971/72



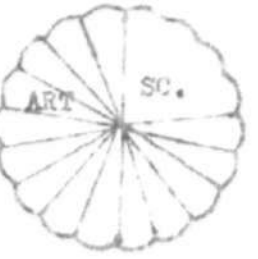
1972/73



1973/74

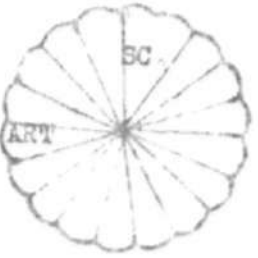


1974/75



1975/76

(- March)



A study of the fundamental services rendered by the SBS Library has revealed a whole world of limitation in operation. The first is space for readers and library staff alike. This is coupled with the fact that the present Library building was not originally designed for a library.

Because the SBS Librarian occupies a central position in the direct services of the Library, he may well be referred to as the "reference Librarian". He is to ensure that readers' questions are answered satisfactorily. There is a monthly accessions list of books which are sent to members of the academic staff and it does help to keep readers abreast of collection development.

The administrative set-up which controls the indirect services is again centred round the Librarian. As in most cases, the Librarian is overall in-charge of staff management and definitely plays a major part in staff recruitment and supervision.

The circulation and loan section still leaves a lot to be desired in its efficiency. In particular, an order is still to be called into the withdrawal of overdue books particularly from staff.

It should probably be restated for emphasis that departmentalization in SBS Library is still a thing of the distant future. While the author has talked about circulation/loans, cataloguing/classification, acquisition,

etc, the idea of course, is not to make people think that there are well defined departments. Such a division may become feasible in the distant future but meanwhile the situation is that of a college library without definite divisions.

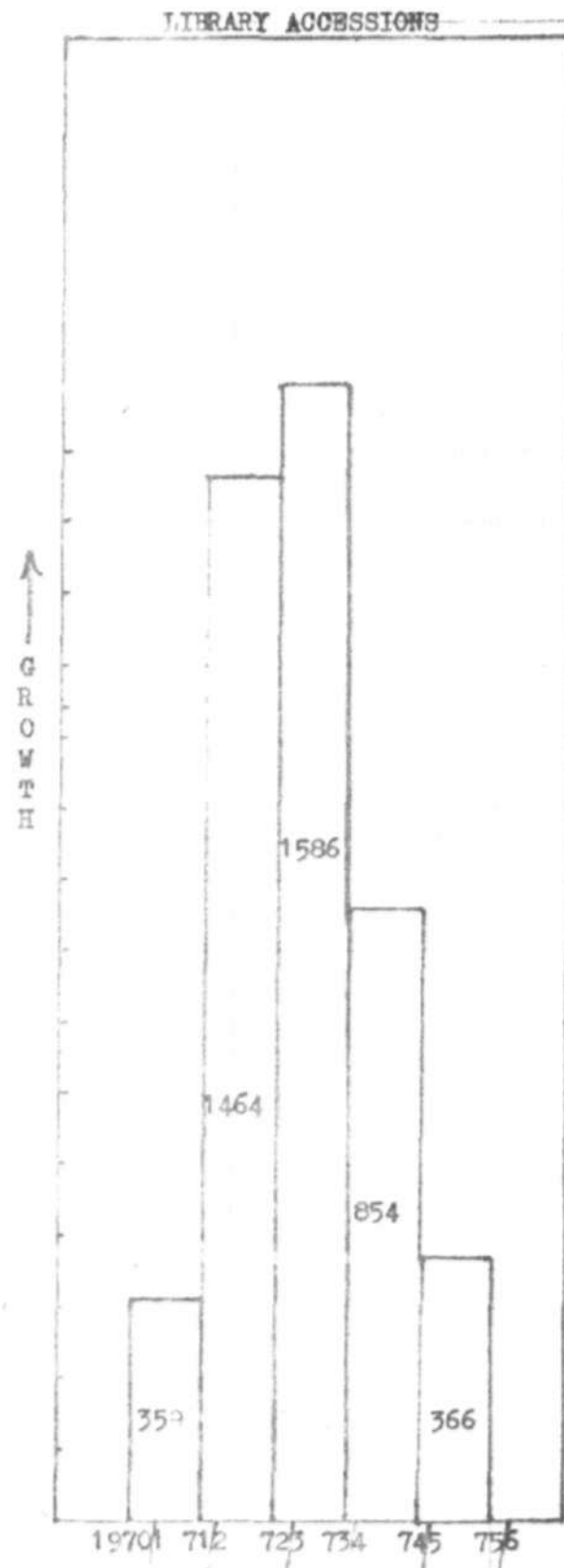
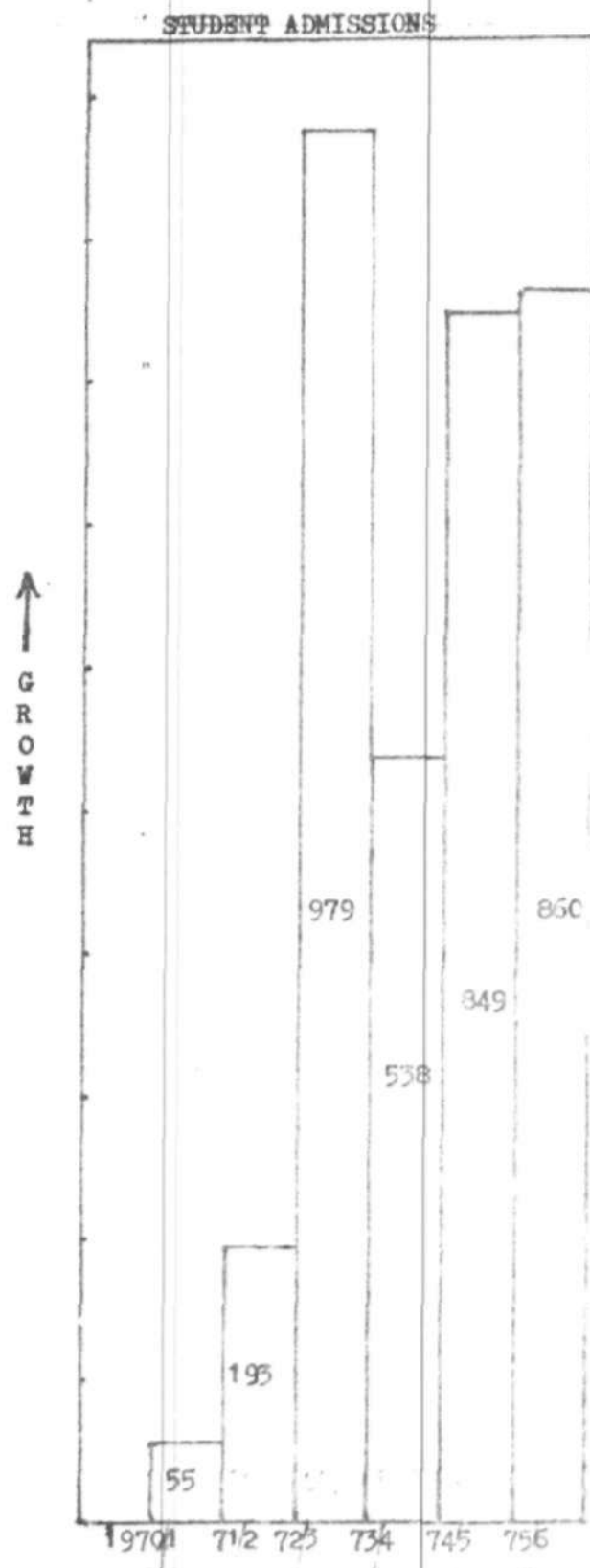
B) Recommendations

The author's close study of the SSS library afforded her the opportunity of discovering, among other things, a few weak points in the resources and services of the Library. Some suggestions are given here as recommendations which in the author's opinion would be of definite benefit to the Library if implemented.

i) Finance

The development of the SSS Library is probably typical of most college libraries; it is much of a trial and error development without previous feasibility surveys. This haphazard development of the library from the 1970 reading room should be halted particularly in areas of finance. The amount of money required per annum for each operation, e.g. binding and staff salaries should be estimated annually with a projected plan for future development. This also means that the newly introduced "operational expenses vote" should be reconsidered to exclude the library. This is particularly necessary when considering the fact that the SSS Library will sooner than later

GRAPH 3: GROWTH RATE



move into a building that has so far housed the Kashmir Ibrahim Library. This movement is not only going to enlarge the working and reading space, it is also going to enlarge the services. The services will have to be improved or upgraded and be more attractive in order to justify its occupancy of that historic but functional library building. After the SBS Library has transferred to the new building (i.e. the present KIL) it is only natural for it to enlarge its services and play a dominant role to ensure the satisfaction of at least the SBS students.

Considering the expected increase in responsibility with the transfer and, the fact that library operations like acquisition and binding are gradual continuous processes, the SBS "operational expenses vote" should definitely be reconsidered to exclude the library. In its place, the library should have a library vote with well defined allocation for each major library operation.

ii) Loan and Circulation System

The efficiency of any Library is a factor of many variables among which is the loans or circulation system. The running of the SBS library, being no exception to this rule, is to a large extent influenced by the order or disorder in the circulations.

As has already been intimated, the library loans system raised or helped to raise the library from the status of a large reading room to that of a small library. The status is raised from a book depot and consultation room to a library with organised lending facilities. Yet a high degree of compromise has to be reached in between the two extremes otherwise an over-generous, not to talk about an extravagant loans system would reduce the library to a small insignificant collection. For example, since the introduction of the loans system the academic staff have been entitled to a maximum of ten books each while students may borrow two books each at any one time. While the basic principles may not be challenged, the author feels that the maximum of ten books to staff is too high. I would recommend a drastic slash in this number for the following reasons:-

- a) Being a High School or sub-degree library, the SBS Library collection cannot be of a great research advantage for staff. The only use it may eventually be for them is the development of course work/ preparation of lecture notes and recommendations for students use. If a large number of student textbooks are cut to lecturers who use them only sparingly, it is then definitely a waste of resources.
- b) Strict adherence to the loans system breaks down more often among the academic staff than among students.

Results from the questionnaire for academic staff confirm this: 41% of the staff fail to return books on the deadline for such rather flimsy excuses as, "forgetfulness", "haven't quite finished with the books", etc. The staff are also not easy to 'penalise' for overdue books and this introduces a big hindrance into circulation services and the usefulness of the entire library resources.

c) Usually the most commendable text books are most often the ones on loan. Therefore a number of books as high as ten for each staff drastically reduces the volume of useful books for student use. The result is a library full of redundant materials.

d) Summarily, an extravagant loan defeats the primary objective of the SBS library which is "to provide useful basic textbook materials for easy access particularly to students".

iii) Staffing

It may be too much to state that the library is understaffed considering its present reading/working space. Yet with an envisaged move to a bigger place the question of more staff cannot be irrelevant.

In particular, a library assistant with a diploma from the library school might be necessary with a view to a more rapid and satisfactory development that will cope with the rate of general expansion taking place in the school.

iv) Selection

The selection of books for the library is the joint responsibility of the library staff and the academic staff. So far it can be argued that the Librarian who is the sole or chief selection staff is close enough to the school curriculum. But it is rather uneasy to uphold the corollary i.e. that the academic staff are close enough to the library. The results of a lack of active participation of academic staff in book selection do tell on the students in particular and the entire SBS library users in general. The participation of the academic staff should be encouraged. Actually, the Librarian ought to press for and the library committee Chairman should see to it that there is a once a term meeting of a library selection committee involving each head of department or staff in charge of each subject area.

This rather self-imposing attitude of the library is commendable for a balanced collection development. If collection development were left only to a few

interested members of staff it would inevitably lead to lopsidedness in collection. This is because naturally, the subject areas of the few interested participants would grow at the expense of others.

This should necessarily include a discussion on what is considered expedient to support the school curriculum. This suggestion if implemented should help bridge the communication gap and eradicate the cold indifference with which most academic staff members at the present still regard selection exercise.

v) General Collection

In particular, some lopsidedness has been discovered in the collection. From a comparison of collection with student population (Figure 3 & 4) the direction of growth of both appear opposite. The collection shows an obvious inclination towards the arts while the student population since inception records an increase in intake of far more science students than art.

The author would therefore strongly recommend a revision of the direction of collection development. More efforts should be made to build up the science collection in order to off-set the existing imbalance.

vi) Information Services

While this work can be used as a reference source of information on the SBS Library, it is however recommended that the library should embark on publishing a more concise but informative guide. In this regard, the library Torch is to be commended for its brevity but the scantiness of this publication would not permit the author to recommend its use as a guide. Furthermore, the Library Torch if it were to be upgraded to an informative source should undergo yearly revision and constant updating so as to avert the stale practice of reproducing static information year after year.

c) Conclusion

The SBS Library developed from a simple one room reading room into a not too complex three room library. Not many college libraries have or will ever attain the level of organisation of the SBS Library. As a matter of fact and as has already been mentioned, College libraries are scarcely anything more than large reading rooms with borrowing facilities. The SBS Library is definitely something more than a library in name. It has in many aspects assumed the functions of a small but standard library. The collection may not be growing at an appreciable rate (there is definitely room for improvement) but

at least it is meeting the basic students needs. The same goes for the reference services. No one may attempt to argue its adequacy but in most cases it does answer very basic questions which is probably what a Basic School exists for any how.

Whether the overall services of the SBS library are comprehensive or not is a factor of various influences. But since no library is in fact self-sufficient or completely comprehensive, the conclusions arrived at have been comparative. The author has evaluated the resources and reached the conclusion that the basic collection is not completely deficient but there is some lopsidedness, an obvious inclination towards the arts. The services too can be rated high considering the number and quality of staff available for such services.

Finally, six and half years seems a long time for the development of a library only to the SBS Library level. Yet it must not be forgotten that the initial years' development was without direction. These actually were the days of metamorphosis, a stage between the big SBS reading room and the SBS Library which it is today.

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A SURVEY OF RESOURCES AND SERVICES OF THE SCHOOL OF
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SCHOOL OF BASIC STUDIES,
AHMADU BELLO UNIVERSITY, ZARIA.

Questionnaire for some personalities of the School of Basic Studies Library that have influence over the decisions that affect the SBS Library:

- (a) Principal, GBS
- (b) Chairman, Library Committee.
- (c) Secretary, Library Committee.
- (d) Librarian if not the same as in (c).

1. How would you grade the resources of the School of Basic Studies Library?

	Excellent	Good	Fair	Poor
For Student Users				
For Staff Members				
If none of these expresses your opinion please use your own words in the space provided.....				

2. How would you grade the financial provision for the SBS Library? (Would you say that the Library is adequately financed?).

	Adequate	Good	Fair	Poor	V. Poor
Financial Provision					
If none of these expresses your opinion please use your own word in the space provided.....					
.....					

3. Which area of the SBS Library resources and services in your opinion, calls for urgent attention. (Please tick one).

Readers Services	<input type="checkbox"/>
Book Acquisition	<input type="checkbox"/>
Reading Space	<input type="checkbox"/>
Any other	<input type="checkbox"/>

4. How often does the Library Committee meet at present and how often do you feel it should meet (in the future)?

	Once a week	Once a month	Once a term	Once a year	Never
Present					
Future					

A SURVEY OF RESOURCES AND SERVICES OF THE SCHOOL OF
BASIC STUDIES LIBRARY,
SCHOOL OF BASIC STUDIES
AHMEDU BELLO UNIVERSITY, ZARIA.

Questionnaire for the academic staff of the School of Basic Studies.

1. How would you grade the collection of the School of Basic Studies library in your subject in the following areas.

	Excellent	Good	Fair	Poor
a) Text books				
b) Staff Requirements.				
c) Periodicals and Pamphlets				
d) Reference Materials				
If none of these expresses your opinion please use your own words in the space provided				

2. How would you grade the services of the SBS library in your subject for the following categories of users.

	Excellent	Good	Fair	Poor
a) Students				
b) Academic Staff				
c) Non-academic Staff				
d) Others (if any)				
If none of these expresses your opinion please use your own words in the space provided				

3. How often do you refer students to the SBS library compared to Kashmir Ibrahim Library?

	Daily	Weekly	Monthly	Once in a while	Never
KIL					
SBS					

4. How often do you use the SBS Library compared to Kashmir Ibrahim Library?

	Daily	Weekly	Monthly	Once in a while	Never
KIL					
SBS					

5. What areas of the SBS Library is your opinion call for urgent improvement:

	Very poor needs urgent attention	Poor	Fair	Good
Acquisition (Books, Pamphlets & Periodicals).				
Reference Services (Research books Section).				
Circulation Services (the loan system)				
Any other? Please state it here				

A SURVEY OF RESOURCES AND SERVICES OF THE SCHOOL OF
BASIC STUDIES LIBRARY.
SCHOOL OF BASIC STUDIES
AHMEDU BELLO UNIVERSITY, ZARIA.

Questionnaire for the Librarian (1) Comparative status of collection (Science/Arts Sections) of the SBS Library since its inception.

A. What was the balance in resources (textbooks) of the SBS Library in Science and Arts subjects in the following years:

(Please state size of collection)

	Arts	Science
1970/71		
1971/72		
1972/73		
1973/74		
1974/75		
1975/76		

B. What was the balance in resources (periodicals & pamphlets) of the SBS Library in Science and Arts subjects in the following year:

(Please state size of collection)

	Art.	Science
1970/71		
1971/72		
1972/73		
1973/74		
1974/75		
1975/76		

C. Please site any initial problems encountered in the development of collection.

2. Finance

A. In the available space below please match the financial resources made available to the SBS Library against the financial demand of the Library since its inception.

Financial resources available	Financial resources required
1970/71	
1971/72	
1972/73	
1973/74	
1974/75	
1975/76	

2(b) How much is voted for the various departments of the SBS Library? Please give approximate figures.

- i) Salaries
- ii) Office Equipments
- iii) Books
- iv) Periodicals and Pamphlets
- v) Binding
- vi) Maintenance
- vii) Reference Services (including photocopying)
- viii) Miscellaneous (including conferences)

2(c) What are the sources of the SBS Library income? Please state the amount of money from each source.

Source of Income	Amount

2(d) What percentage of total school budget is the SBS Library vote?

(ii) If there's no fixed fraction, do you think that a standard should be fixed? Please tick one.

Yes	
NO	

2(c). i) What financial records and account does the SBS Library keep?

ii) Are these records adequate and efficient?

3. Services

A. Circulation

i) How often are books lost through the circulation system? Please state approximate number of books lost per month.

ii) How are library materials usually lost ----- and by who?-----

iii) Please state the usual methods of replacement.

iv) How many books are allowed out to students at any one time. _____
How long do students keep library books? _____

v) Does the SBS Library serve other (non-SBS) students of the University? YES | NO
If yes please state what other (non-SBS) students are served _____

vi) What maximum number of books may SBS staff members borrow at any one time _____
Find how long may as SBS staff keep library books _____

vii) Does the library serve other (non-SBS) staff of the University?

Yes	No
-----	----

If 'Yes' please state what other staff _____

3(b)

Classification and Cataloguing

i) Are your books classified in any order?

Yes	No
-----	----

If 'Yes' please state which scheme of classification. _____

ii) Are you thinking of adapting some other scheme?

Yes	No
-----	----

If 'Yes' please state which scheme and give the reasons for your performances _____

iii) Who does the classification? Please state his (i) rank and (ii) professional experiences:

(1)

(2)

iv) What Cataloguing code does this library apply? _____

v) Who does the Cataloguing? Please state his (1) rank and (2) professional experiences:

(1)

(2)

3(c) Acquisition

i) Has the library any acquisition policy?

Yes No

ii) Who does the library book selection? Please state his (1) rank and (2) professional experiences:

(1) []

(2) []

iii) Do other research workers help in the development of collection?

Yes No

If 'Yes' please give examples of their usual aid in selection _____

iv) Have you had any stock evaluation since the inception of the library?

Yes No

If there is no stock evaluation please state how measure your annual progress _____

v) Please mention areas where major problems are encountered in the acquisition of library materials. (Please tick one)

Selection Staff	
Availability of funds	
Custom regulations and payments	
If none of these expresses your opinion, please state your answer in the space provided below:	

3(D) Administrative Services

i) Is there a Library Committee looks after the development of the library? If 'Yes' when was it set up _____

ii) Please state the degree of autonomy that the SBS Library enjoys from the Main University Library:

Completely autonomous	Fairly autonomous	Dependent

iii) Who is generally in charge of staff recruitment, personnel management and staff supervision?

iv) Please state the number of staff members in SBS Library with their ranks or/and academic qualifications.

No.	Qualification or rank
e.g.	Library Assistant (L.A)

4. Library Building

i) What building housed the Library in its early (1970) stage of development? Please just state e.g. classroom, office, Laboratory etc. _____

ii) Has there been any change since then?

YES	NO
-----	----

iii) Was the present library building specially designed for a library?

YES	NO
-----	----

If 'NO', please state what it was originally meant for _____

You may please mention any disadvantages there are in using this building as a library? _____

iv) Please state the approximate number of readers that it can accommodate at any one time: _____

v) Is there a library orientation course for new students?

YES	NO
-----	----

If 'Yes' please state briefly how it is conducted: _____

A SURVEY OF RESOURCES AND SERVICES OF THE SCHOOL OF
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SCHOOL OF BASIC STUDIES
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Questionnaire for students of the School of Basic Studies.

1. Which one of the following services of the SBS Library do you most frequently use?

	Most Frequently	Frequently needed	Never needed
a) A quiet place for studying			
b) Reference services			
c) Reserve Book services			
d) Textbook collection for coursework			

2. Compare the services rendered by the KIL with those of the SBS Library. Which library services (KIL/SBS Library) do you find more comprehensive?

KIL	
SBS	

3. How often do you use the SBS Library compared to KIL?

	Daily	Weekly	Monthly	Once in a while	Never
KIL					
SBS					

What other library/ies do you use? Please enter name of library/ies in the boxes provided and put them in the order in which you use them - the most frequently used being No.1.

1

2

3

4. What is the maximum number of books that you are allowed to take on loan at any one time?

5. Do you often require more than this number of books?
Yes _____ No _____
6. What maximum number of book would you recommend that students should be allowed to take on loan?

7. What hours of the day do you usually prefer to use the Library? Please put hours in order of preference No.1 being the most preferred:
1. _____ 2. _____ 3. _____
8. Do you always find working space when you need one. i.e. in the reading space provided in the library adequate? Yes _____ No _____
9. Please make a statement on the adequacy of the SBS library collection.

	Most adequate	Adequate	Poor
Library Collection			

10. Have you a personal collect of textbooks you use in addition to the resources of the SBS library ?

Yes _____ No _____

11. What in your opinion is the biggest setback to the development of the SBS library?

12. Are you generally satisfied with services of the SBS library?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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13. Please state in the space provided any complaints/ grievances you have had against the SBS library
