JOURNAL ARTICLE

NO.10

ISSN 0029-0122

NIGERIAN LIBRARIES

JOURNAL OF THE NIGERIAN LIBRARY ASSOCIATION

VOL. 36 NO. 2, 2002

TABLE OF CONTENTS

ARTICLES — Pages

1. **Akintunde, Stephen A.**
   SAY IT Again: We Just Took Off — 1
2. **Anunobi, Chinwe V.**
   Effect of Pre-University Library Use on Awareness of the Role of the Library by Freshmen: Federal University of Owerri Experience — 15
3. **Adomi, Esharenana E.**
   Attitude of Staff Towards Library Practice Exercises: Delta State University, Abraka — 27
4. **Ibrahim, Fatima and Dawha, Emman, M. K.**
   The Information Profession and the Women-folk in Nigeria — 35
5. **Faniran, A., Equavoen, O.E.L. and Adeyemi, B.M.**
   The OPAC & Kenneth Dike Library Reconversion Project — 42
6. **Daudu, H. M. (Mrs.)**
   Using the Non-conventional School Library to Introduce School Children to Library and Information Service — 50
7. **Daniel, James O.**
   Virtual Library for Nigerian Libraries — 55

(PUBLISHED BY NIGERIAN LIBRARY ASSOCIATION)

Notes for contributors

Contributions to Nigerian Libraries should not be more than 5,000 words. They should be typed in duplicate, doubled-space, on one side only of quarto-size paper. Footnotes should as far as possible be avoided. The author's name, position, and place of work should be indicated. Diagrams should be drawn in india ink on smooth white paper or board and such proportions that they can be reduced to a page measuring $7^{1/2}$ x $4^{1/2}$ or half that size. References and notes should be grouped at the end of each article in the following order for periodicals; author (s), date, title, unabbreviated journal's name, volume number, issue number, inclusive pagination, e.g.:

Foskett, D. J. (Dec. 1967) "The training of African documentalists for the social sciences".
Nigerian Libraries, 3 (3) : pp. 101 - 109.

References for monographs should be in the order: author(s), year, title, place of publication, publisher, pagination, series note, e.g.:
Sabor Josefa A. (1969) Methods of teaching librarainship, with an introductory study by Ricardo
Nassif. Paris, Unesco, 145p. (Unesco manual for libraries, 16)

Each article must include an information abstract of 100 words or less.

Opinions expressed in articles published in this journal are those of authors. Material appearing in the journal must not be reprinted in whole or in part without permission in writing.

Copyright © by Nigerian Library Association

NIGERIAN LIBRARIES

JOURNAL OF THE NIGERIAN LIBRARY ASSOCIATION

Edited by

DR. S. OLAJIRE OLANLOKUN

VOL. 36, NO. 2, 2002

(PUBLISHED BY NIGERIAN LIBRARY ASSOCIATION)

JOURNAL OF THE NIGERIAN LIBRARY ASSOCIATION

EDITORIAL

DR. S. OLAJIRE OLANLOKUN
Editor-in-Chief
University of Lagos Library
University of Lagos
Yaba.

DR. R. A. EHINLANEHOR
African Regional Centre
For Information Science
University of Ibadan

DR. A. OKWILAGWE
Department of Library, Archive
and Information Studies
University of Ibadan
Ibadan.

DR. RICHARD OLOGBONSAIYE
Assistant Editor
Library
Yaba College of Technology.

MRS. D. D. BWAYILI
National Library of Nigeria
P.M.B. 12626
Lagos.

DR. L. IKPAHINDI
CBAAC
National Theatre
Iganmu,
Lagos.

CONSULTING EDITORS

PROF. C. C. AGUOLU
Department of Library Science
University of Maiduguri.

DR. Y. A. O. SERIKI
University Library
Lagos State University
Ojoo - Lagos.

DR. Z. MOHAMMED
Department of Library Science
Ahmadu Bello University.

DR. MRS. NWAKOBI
Abia State University
Abia.

Nigerian Libraries is published in times a year in June and December. Each year's issues make up one volume.

All communication regarding subscription and advertisements should be sent to:
The Business Manager,
Yaba College of Technology Library, Yaba.

All editorial and general communication should address to"
The Editor-In-Chief
Nigerian Libraries
University Library
University of Lagos, Yaba.

ANNUAL SUBSCRIPTION RATES

Nigeria	-	N300
O.A.U. Countries	-	$ 65
Other Counries	-	$ 60

ADVERTISING RATES

Inside / Back Cover	-	₦ 3,000.00
Full Page	-	₦ 2,500.00
Half Page	-	₦ 1,500.00

Nigerian Library Association

ISSN 0029-0122

EDITORIAL

The articles covered in this issue range from topics in information technology to library use. Akintunde's paper details the migration of the University of Jos Libraries into the digital environment. Anunobi's paper examines the effect of pre-university library use by freshmen at the Federal University of Technology, Owerri. Adomi's article focuses on staff attitude towards library practice exercise while Dahwa and Ibrahim examine the role of the women-folk in the information profession.

Faniran and Eguavoen's paper is on the experience in the conversion of their manual catalogue to machine-readable one at the Dike Library, University of Ibadan. Daudu's paper provides an insight into how to introduce children to non-conventional library while the last paper by Daniel looks at the problems and prospects of virtual library for Nigeria.

There is no doubt that some of these articles will be found useful in laying bare some practical problems librarians face.

S. Olajire Olanlokun
Editor-in-chief

USING THE N0N-COVENTIONAL SCHOOL LIBRARY TO INTRODUCE SCHOOL CHILDREN TO LIBRARY AND INFORMATION SERVICE

by

H.M.DAUDU(MRS.)
Institute of Education
Ahmadu Bello University
Zaria

ABSTRACT

In most parts of the world, including Nigeria, the library has become recognized as a crucial agent in the provision of educational facilities. This has been manifested in some parts through statutory declarations. In many countries, there are National Libraries as well as school libraries that have emerged as a result of the countries statutory declarations.

Historically, the influence of libraries over education has been so glaring that they should become compulsory element of formal education in many societies. In developed societies, it has become inconceivable to think of a school that has no library facilities. Infact such societies don t only have school libraries but specialized libraries side by side with general libraries that could also be useful to the school children.

The Situation of Librarles in Nigeria

The development of libraries in Nigeria is not a recent event. In highlighting the development of libraries in Nigeria, Wali (2000) traced the historical development of libraries in Nigeria to the mid-sixties. He said within that period, Nigeria could boast of five small public library systems, eighteen learned and research libraries and to crown it all, a National Library of Nigeria in 1964. With the creation of more states in the country starting from 1967, he said, more libraries became available to the general public. Regrettable, he continued, this momentum is dead. Worse still is the fact that Nigerian Libraries and information centers today cannot support the rapid transformation of the Nigerian society in economics, education and democratisation processes.

In the attempt to make things better, the Federal Government of Nigeria in each edition of the National policy on Education (1977, 1981, 1989(made provision for libraries in schools. Knowing very well that the basic requirement for a better society starts from the grass root, the designers of the National policy stated that each school is to be

provided libraries with trained staff to run them, the Federal Government of Nigeria in the 90's took a World Bank loan to improve the quality of primary education. The provision of school libraries is one of the components of the programme for which loan was granted. The National Primary Education Commission (NPEC) made efforts to established model libraries in ten selected primary schools in each State and the Federal Capital Territory. Despite their efforts these libraries are yet to be operational.

Libraries are needed in our primary schools as they are needed in secondary schools for several reasons. Some of these reasons as Omoniwa (1995) summarized them are:

i. Libraries have been associated with the concept of life-long reading/learning.

ii. Libraries, especially school libraries are desirable in order to inculcate into the child, very early in life, the habit of reading for various purposes: education, pleasure, information, cultural etc. .

We need libraries in our schools, just like we need laboratories. The library should function properly to enable children to develop the skill of using books independently to seek information and to read for pleasure.

Despite the laudable pronouncements of library provision that have emanated from government, the situation in most public schools has been disheartening. In a survey of the availability of libraries in some randomly selected primary schools in Zaria, the following findings were made:

Type of School	Number	School with Libraries	Schools without Libraries
Public School	6	-	6
Private Schools	6	2	4
Staff Schools	2	2	0
Total	**14**	**4**	**10**

Out of the eleven (11) schools observed, only four (4) schools representing 28.6% have libraries while ten (10) representing 71.4% do not have libraries. It can be observed that no public school (Government school) among the observed schools has a library.

Types of Collection

1. In studying the collection of the schools that have libraries, it was discovered that there was a high concentration on textbooks, which means that the libraries in most cases tended to duplicate the role of the school or parents.

2. And there was a total absence of reference materials, newspapers or periodicals, which has reduced the peculiarity in the library serving as a dissemination centre of information.

The Problem facing Primary Schools

Most schools cannot provide the resemblance of a library for their pupil or students. Where libraries once existed, poor financial condition and poor maintenance have shifted the efforts of school administrators. In many instances, the term library has disappeared from school vocabulary.

The depressing condition of the poor state of provision of library facilities can be summed up thus:

i. There is lack of recognition of what role the library can play. This condition can be confirmed by the fact that in most public primary schools, there is no room designated s library. What exists in some of them is library corner and even that does not meet the standard of a library corner.

ii. There are no professionals who can give pupils proper guidance on the use of library. Because pupils are still developing intellectually while at primary school, the professional (School Librarian) has a unique opportunity to play a part in the pupil's learning development.

iii. Government makes pronouncements on provision of libraries in schools but hardly makes funds available. Lack of funds is one of the depressing condition of poor state of provision of libraries in schools. Availability of funds would enable the school to have variety of resources and services.

What the library can do to primary schools

In accounting for the establishment of Nigeria School Library Association (N.S.L.A.) Elaturoti (1998) said that the establishment was done as a result of their belief that school libraries were the most effective way of building up a reading public that will effectively move the development of the country forward, and enable it to function in the 21st century world civilization of computers and databases.

The school library functions as a vital instrument as well as a basic requirement for quality education by enriching all parts of the educational process. According to Nickel (1975). The school library reflects and supports the philosophy of the school; it shares and implements the school's aims and objectives. The aims and objectives of every school is to produce students who can be permanently literate, and the school library is the institution that can ensure that through the provision of reading materials.

One of the main contributions of school libraries to education is to equip pupils with the skills which will enable them learn more effectively through using the variety of

materials held within the school library will be needed by pupils in their adults lives as members of an increasingly information conscious society and also if the pupils become students in further and higher education.

Dike (1993) referring to the projects of the International Federation of Library Association (IFLA), school libraries section, gave one of the roles of the school library as "promoting voluntary reading for children and young people". Reading guidance and literacy support are among the oldest roles of school libraries. Most children face obstacles in learning to read due to many problems. As Dike (1993) puts it, some of such problems are parental illiteracy, poverty, the need to master a second language and lack of reading materials. The library can easily step in to relief the children of these problems by providing simple reading materials in the language they understand first, before graduating to a second language, and by supporting them to produce their own reading materials. It may not be feasible for a conventional library to take these roles that is why this paper is proposing that classroom or non-conventional libraries that can easily be found in many schools take the place of conventional libraries. The idea of a non-conventional library or a "library" in every classroom is going to produce better book-lovers and better book-users and indeed children with better reading ability.

Recommendations for establishing the Non-conventional Library

1. The class teacher should be exposed to some appreciable measure of library professional activities so that he can be of assistance to the pupils. He will be able to produce a record of the holding of the collection he has in the class library and assist the pupils to use it to have access to the materials. This will serve as an elementary introduction to library use.
2. There should be story hour which could be named library hour. During this period the teacher will tell interesting stories to the children, he/she will encourage children to retell the story.
3. As the children retell the story, he/she will write it out on the board while the children copy.
4. The children should be shared into groups. These groups will write out their stories with the help of the teacher and make books of their stories.
5. These books will serve as "beginning collection". The children will be encouraged to borrow these books to read in class and at home.

Conclusion

Despite the recommendation of this paper to establish non-conventional libraries as an interim measure for libraries in primary schools, it should not be the ultimate. Funding

is a key factor that affects many aspects of an organization, libraries inclusive. The government has a good will for the provision of library service by making provision for that in the educational plan of the country. They would do better if funds could be made available for the actualisation of the plan.

While we wait, the librarians in charge of children section in public libraries should endeavour to reach out with their services to children in schools. They should offer them services such as books services and story hours, instead of waiting for the children to visit the public library.

Teachers and head teachers of schools should use the non-conventional library as a stepping-stone to establishment of libraries in their schools.

REFERENCES

Wali, M. H. (2000). Foreward to Library and Information *Agenda for the New Millennium,* Abuja NLA Conference.

Federal Government of Nigeria (1989). *National Policy on Education,* p. 12.

Omoniwa, M. A. (1995). Staffing of School Libraries: recruitment qualification. (Unpublished).

Elaturoti, D. F. (1998). Nigerian School Library Association at 21 In Nigerian School Librarianship: Yesterday, today and tomorrow. Ibadan: NSLA. P. 17-27.

Nickel, Mildred L. (1975). *Steps to survive: a handbook of procedures for the school library Media Center,* U.S.A. American Library Association. P. 1 - 44.

Dike, Virginia W. (1993). "School Library Services in the 90's and beyond: a perspective" *Nigerian School library Journal,* p. 6 – 15.