DEVELOPING SECONDARY SCHOOL LIBRARIES IN ZAMBIA

BY

ALBERT KAUMBA KAKOMA

Dissertation submitted in partial fulfilment for
the degree of Magister in Scientia Bibliothecaria
Under alternative regulations

AT

THE UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH

OCTOBER, 1984
DECLARATION

I hereby state that this dissertation is the result of my own independent study. It has not been accepted in substance for any degree nor is it being currently submitted in candidature for any degree other than the Magister in Scientia Bibliothecaria in the University of Wales.

ALBERT KAUMBA KAKOMA
Candidate
STATEMENT OF ORIGINALITY

The concepts, research, organisation and writing of this dissertation are entirely that of the candidate, ALBERT KAUMBA KAKOMA, and it has been carried out at the College of Librarianship Wales, Aberystwyth, under the supervision of M. J. Cooke.

All quotations are distinguished and identified by references.

ALBERT KAUMBA KAKOMA
Candidate

M. J. COOKE
Supervisor
ACKNOWLEDGEMENT

I am forever indebted to the British Council for granting me the scholarship which made it possible for me to pursue this study. I am also indebted to the Ministry of Higher Education which granted me the study leave.

I am grateful to Mr. Malake Walubita the Chief Libraries Officer of the Zambia Library Service who made it possible for me to be granted the scholarship.

My heartfelt thanks and gratitude to Messrs Bernard Ngonga Fumbelo and Stanley Green Sakuwaha, both are lecturers at Solwezi Teacher Training College who assisted me with relevant materials. For the same reason, I wish to thank Mr. Paul N. Kadimba, lecturer at Evelyn Hone College, Lusaka.

Special thanks to Messrs Michael G. G. Wise and John Roe for their advice and encouragement during this study. My thanks are also due to Miss Elizabeth Joyce Weston and all my friends in Aberystwyth for making my one-year stay in Wales bearable.

Finally, I am greatly indebted to Mr. Michael J. Cooke, my personal tutor and dissertation supervisor, for his guidance and encouragement from the beginning of the course to the end.
This study examines ways and means of developing school libraries in Zambia. The inclination is towards secondary school libraries. The development of school libraries has been left far behind by the rapid development of education that has taken place since 1964; the year Zambia became an independent state.

School libraries are being recognised all over the world as being essential educational tools. In developed countries they are an integral part of the educational programme.

The educational system of Zambia is presented including the planned changes which are aimed at improving the quality of education in schools. The short-comings of the educational system resulting from the absence of good libraries in most schools are also examined. A review of the present situation of school libraries is undertaken.

The historical development of school libraries and present practices in Denmark, Australia, North America and the United Kingdom are examined, with an emphasis on the actual role of the school library in education.

From this examination of the international scene recommendations are made for the development of school libraries in Zambia including the training of personnel to staff them.
CONTENTS

ACKNOWLEDGEMENT ........................................... v
ABSTRACT .................................................. vi
INTRODUCTION .............................................. vii

CHAPTER

1. Educational System in Zambia ......................... 1
   Background
   Current Educational System
   Planned Changes in the Current Educational System

   Background
   Library provision and Support
   Staffing of School Libraries
   The Zambia Library Service

   School Library Development in Denmark .............. 25
   An Overview
   Staffing of School Libraries
   Training of School Librarians
   Course Content
School Library Development in Australia 32
An Overview
Staffing of School Libraries
Training of School Librarians
Course Content
Institutions training School Librarians

School Library Development in North America 39
An Overview
Staffing of School Libraries
Training of School Librarians
Course Content
Institutions training School Librarians

School Library Development in the United Kingdom 47
An Overview
Staffing of School Libraries
Training of School Librarians
Course Content
Institutions training School Librarians

Summary 54

4. The Place of the Library in the School 60
Background
The School Library in Education
The School Librarian

Background
School Library Development: A national plan
Ministry of Education and Culture
Legislation
Standards
Inspectorate
School Library Stock
Centralised Support Services
Training of School Librarians: Institutions
Training of School Librarians: Curriculum
Status of the School Librarian
Conclusion

Bibliography
INTRODUCTION

In Zambia education is highly valued. This is the reason why it has grown so rapidly since 1964; the year Zambia became politically independent. In recent years stories of parents forming up queues at primary school gates as early as 03.00 hours in the morning on Grade One registration days are common. All this is a clear manifestation of the importance that the people in Zambia attach to education.

Schools have the task of educating the pupils so that they may become enlightened citizens. To carry out that task, with maximum success, schools have to keep up with the continual changes taking place in society. The causes of these changes are many, the main one however, is the influence of technology. It is because of these changes taking place in every corner of society that educationists have been led to suggest improvements in the approach to education in many countries. Hence in modern schools the teaching programmes take into consideration the variety of learning styles and rates of learning of individual pupils. This consideration of these facts has in turn led to the use of a greater variety of resources than the class textbook. The traditional teacher-dominated learning has been found to be inadequate in arming pupils for the changes taking place in the society in which they live.

The school library with its variety of resources is particularly suited to support the learning experience of the pupils. Equally important is its role of encouraging the reading habit in pupils after they have left
school. This remains a permanent need.

As part of the international community Zambia experiences similar changes and so the approach to the learning carried out in her schools has to change accordingly. School libraries should be incorporated into the educational programme of Zambian schools. It is therefore the aim of this study to show why and how school libraries should be developed. The two questions of "How" and "Why" are answered in chapters three and four respectively.

The work presented in this volume recognizes the problems facing Zambian schools but suggests ways of improving the quality of education.

Chapter three examines the situation in other countries showing the level at which school librarianship has reached in those countries. The same chapter also presents models of development for Zambian school librarianship. Finally this study examines several aspects of school librarianship. This is a deliberate approach so that when a development programme is planned in Zambia the different aspects are taken into consideration. The aim is for the different aspects to develop at the same time as parts of a whole.
Zambia or Northern Rhodesia as the country was called before 24th October, 1964, was a British colony for forty years. Britain through the Colonial Office ruled the country from 1924 to 1964. Prior to that period the country was subjected to British South Africa Company rule from 1890 resulting from the signing of protection agreements between the Company and some local chiefs.

The first schools in Zambia were founded by European missionaries of many denominations whose arrival preceded BSA Company occupation of the country. This is the reason why in Zambia as in most other parts of Africa, Christian missionaries are looked upon as agents of Colonialism. For instance missionaries had a hand in the signing of the 1890 treaty between Lewanika, the Chief of the Lozi people of the Western province of Zambia and the BSA Company. This is supported by one writer who states that:

In 1890, Paramount Chief Lewanika and his Kuta (Council), encouraged by the missionary, Francois Coillard, agreed to sign an elaborate treaty which Frank Elliot Lochner had brought from Cecil Rhodes (owner of BSA Company).1

In spite of that and other secular preoccupations, missionaries have been acknowledged as the pioneers of formal education in Zambia. In Chapter 6, "The Beginnings of an Educational System", Rothberg writes of the missionaries' commitment to the provision of formal education and the su-
cess it brought:

By 1901— the end of the pioneer period—a scattered success had been achieved. The early missionaries had enticed some Africans to school and had at least introduced the notion of a type of Western education into the indigenous social fabric.²

Prior to the coming of the missionaries and their introduction of a formal system of education in Zambia, education existed in an informal and purely traditional way. In most cases this type of education was influenced by the everyday activities of each society. Among most of the 73 ethnic groups which are today welded together into the motto "One Zambia, One Nation" the final stage of this education came when a girl reached the puberty stage. She was secluded for a period of not less than three months for intense instructions concerning her responsibilities as an adult and in marriage. Seclusion of male adolescents also occurred among the Lunda, Luvale and some ethnic groups in the North-Western part of the country. The male adolescents were kept in a circumcision camp, locally known as Mukanda, for a period of not less than six months. The aim of this practice was, as Mwondela states, to:

Sever all links between the young man and the womenfolk who, up to that time, had looked after the growing child. The boy must now be introduced to the hardships of life he would experience as an adult.

Although this custom is still practised to this day, its significance as an educational tool has somewhat waned.

Up to 1930 all, but the Barotse National School were started by missionaries with very little government
help. The first government help for African education was given in 1925 as a result of the work in 1924 of the Phelps-Stokes Commission. The report of this commission:

Urged increased Government expenditure on education in the form of grants-in-aid to the missions and predicted that such an investment in Colonial development would eventually be reflected in better health, increased productivity and a more contented people.⁴

In the same year, 1925, the government was asked to establish an education programme by the General Missionary Conference in Northern Rhodesia. The request was answered with the formation of the sub-department of "Native Education" under the Department of Native Affairs. On the whole Colonial government support for African education was a sheer mockery.

Robertson says the following about the government support:

It is chastening to note that in 1925 a contribution of £348 was made to the mission schools and yet the average attendance in 1924 was recorded as approximately 40,000.⁵

The lack of Colonial government commitment to African education can further be shown by the fact that up to 1958 Munali Government school, opened in 1939, was the "only secondary school in Northern Rhodesia offering a complete matriculation course (Standard 11) to the senior Cambridge Certificate level."⁶

There was no university education in Zambia until a year after independence. Prior to that period people from Zambia had to go to either Southern Rhodesia (now Zimbabwe), South Africa or other African countries or even the United Kingdom and other countries overseas for university education.
Little wonder that one writer reveals that in 1963 a year before independence:

There were less than 100 Zambians with university degrees and less than 1,000 with secondary-school certificates—a point reached by Uganda in 1955 and by Ghana in 1943.  

One other thing worth mentioning is that education in Zambia before independence was organized on racial basis. European, Asian, and Coloured (mixed race) children went to the same schools run by the Department of European Education. Whereas African children attended schools run by the Department of African Education which in 1959 became the Ministry of African Education. Needless to say, Colonial government expenditure was racially biased:

It spent thirty times as much on each white child as on each black child, and this was still true in 1950.  

Such planning influenced by racial bias therefore nullifies the excuses contained in the 1958 Colonial Office Report concerning the government policy on education in Northern Rhodesia which said:

It is the government's long-term policy to provide a full primary course of eight years for all children and it is estimated that already about 90 percent of the lower primary age group (8 to 11 years of age) in the rural areas are at school. In the towns, however, the ratio for children of this age group is less than 50 percent. After the age of 11 or 12, only 50 percent of the children are able to carry on with the upper primary course. Until more money becomes available for the building of schools and more teachers with secondary education qualifications can be trained, no rapid progress can be expected and the practical prospects of providing
full primary education for all children therefore remains remote.

Generally the colonial government had a negative attitude towards education. This resulted in the new Zambian government which came into being on 24th October, 1964 inheriting a poorly organised educational system.

**Current Educational System**

In order to establish a proper educational system the new Zambian government had first to correct the mistakes of the former colonial power. They ranged from inadequate school places to inadequate trained manpower.

As for the racially based educational system it was "logical that there should be one educational system governed by one code instead of two." This was realised with the enacting of the Education Act of 1966 which integrated the two separate education systems. Within the first few years of independence the government opened many primary schools and one hundred secondary schools all over Zambia. At present each district has several primary schools and at least one secondary school. Education has remained a high priority since independence.

The system of education followed in Zambia is similar to that of the United Kingdom in the sense that it is based on a three tier system viz; primary, secondary and higher education. Education is a clear responsibility of the government which organises it through the Ministry of General Education and Culture, and the Ministry of Higher Education.
The former is responsible for pre-primary, primary and secondary education whereas the latter is responsible for education in tertiary institutions. All education from primary to tertiary is paid for by the government. In other words it is free to the individual. Apart from wiping out illiteracy the aim of education in Zambia is, according to President Kaunda, to:

Maximize the capacity of the student to contribute to the growth of society when once he or she has joined the rest of the national team of bricklayers in agriculture, in commerce, in industry, in administration or any other sphere of activity.

The primary school system is divided into two parts i.e. lower primary lasting four years followed by three years of upper primary. In essence, by design, the seven-year primary education is supposed to be attained by every child in Zambia. Admission to secondary school is determined by the attainment of high marks in the primary school leaving certificate examinations.

The secondary school system is a five-year programme which runs from Form 1 to Form 5. Like the primary school system, the secondary system is divided into two parts. The first three years being the junior secondary and the last two years being the senior secondary. However, not every pupil who enters secondary school remains there for the whole period of five years. Some sieving occurs at the end of the junior secondary education. Admission to senior secondary is determined by passing the national junior secondary examinations with high marks. Secondary schools are the main source of students for institutions of higher learning.
Higher education is mainly provided by the University of Zambia (UNZA) which was officially opened in 1966. Hundreds of students graduate from this institution every year. Each year produces more graduates than the colonial government managed to do in forty years. Apart from the UNZA there are other tertiary institutions which provide higher education. However, only a few of these such as teacher training colleges under the Department of Technical Education and Vocational Training fall directly under the responsibility of the Ministry of Higher Education. The rest are of "too specialised a nature ... where the unifying principle has been a special relationship with the Ministry of Higher Education." 12

Planned Changes in the Current Educational System

Many educationists and other people all over the world have for sometime now urged educational institutions to equip students with education that will enable them to face life with confidence after they have left these institutions. Reports of people complaining about the falling standards of education are common in the mass media. In Zambia such complaints have been numerous for some years now. Recently in a newspaper article entitled "Education at Crossroads" it was written:

You don't have to be a genius to know that the calibre of today's Form Five school leaver is very low compared to the one who finished his secondary school a few
years ago. 13

In another newspaper article entitled "Is Our Education Suited to Needs?" a different writer says:

An educational system which uproots the young from their traditional society and yet fails to habituate them into the new, promised land must be seen as an exercise in destabilisation. And that is precisely what our educational system is: it gives the young education with a promise of a bright future, but offers such utter darkness that the youths are not ashamed as they settle to a life of debauchery. 14

It was the passing of such comments which made the government think of new ways and means of improving education in Zambia. The root cause of the problem is undoubtedly the rapid changes and expansion needed immediately after independence to redress the problems of the inherited colonial system. Quantity took higher priority than quality as a result, in the process of solving one problem, another was being created. Consequently by 1969, strong public discontent was registered that:

The quality of education was declining and that vast numbers of early school leavers were being eliminated from the system without satisfactory preparation for adult life. 15

The need for change was registered. In the second half of 1975 a number of study groups visited several countries, including the United Kingdom, to examine the educational systems in operation there. At home a national debate was launched. Debates took place in every corner of the country. The combined efforts of the study groups and the
national debate resulted in the publishing in October, 1977 of a document entitled "Education Reform: Proposals and Recommendations."

The planned changes in the educational system are that universal basic education would be increased to nine years. This will cover seven years of primary schooling plus the initial two years of secondary education. Production activities and other practical skills will be integrated into the curricula so as to "prepare the child to proceed to the next stage, or to leave school." 16

Senior secondary would begin a year earlier, at Grade 10 (Form 3). This is aimed at giving ample time to pupils to study each field as an introduction to whatever field they would like to specialise in after their senior secondary education.

When interviewed on the question of the implementation of the planned changes the Permanent Secretary in the Ministry of General Education and Culture revealed that:

The last Grade Ten Form 3 examination will be held in December 1984 and this will be replaced by the Grade nine examination with effect from 1985. 17

The fact that these planned changes in Zambia's educational system are aimed at improving the present standard of education and equipping the student with skills for life cannot be denied. What is most surprising is that, school libraries, whose contribution to qualitative education has been acknowledged in most developed countries, are not mentioned
in this education reform document. The document only men-
tions regional and district libraries when it says that funds
for the construction of these would be required. With the
recognized enormous growth in information it is doubtful if
schools in the latter part of the 20th Century can be improved
by solely relying on the teacher and the class textbook.
School libraries should be established in every school to
work hand in hand with the production and practical skills
envisioned. It is the only way education in Zambian schools
can really "develop the potential of each citizen to the
full for his own well-being as well as that of society and
for selfless service to his fellow men."18
REFERENCES


4. Mwanakatwe, P. 16


8. Ibid, P. 194

9. Sloan, P. 222

10. Mwanakatwe, P. 196

11. Ibid, P. x

12. Robertson, P. 188


16. Ibid, P. 7

CHAPTER 2

PRESENT STATE OF SCHOOL LIBRARIES IN ZAMBIA

Background

In Zambia there are very few school libraries. Even in schools where school libraries exist their services are far from satisfactory, and are certainly not integrated into the curriculum.

While the present Zambian government is held responsible for the hazy picture of the school library situation since 1964, the main culprit is the former British Colonial government. While the latter recognised the value of Western-type education to the development of the indigenous population, this same government never realised the important value of school libraries to education. Hence the few schools that were opened during the colonial period did not have any libraries. That is, as Lundu¹ points out, one of the several examples of the contradictions that were inherent in some of the ex-colonial policies concerning the development of their former colonies. The unfortunate thing however, is that in the present Zambian school system some of the colonial contradictions can still be found several years after independence. The lack of uniformity in development between education and school libraries, with the former far ahead, is the best example of the persisting contradictions. Many professional librarians in Zambia are concerned at the poor state of school libraries.
nine years after the attainment of independence, C. Lungu posed a question whether school libraries existed in Zambian schools. He answered his own question thus:

The answer, oddly enough, is both yes and no. In some schools they do exist, whereas in others they have ceased to exist, or have never really existed at all.²

Lungu’s answer was proved right by the results of a questionnaire sent out to all secondary schools and teacher training colleges in Zambia in December 1977. The person behind the questionnaire was the late J. A. Rigg, former Head of the Library Studies Department at the University of Zambia. The purpose of the questionnaire, as Rigg himself put it, was:

To elicit information on the condition of school and college libraries which would serve as a background material for the compilation of a manual of library practice for Zambian secondary schools in addition to whatever value it might have as a study in its own right. Furthermore, it seemed that the provision of such information would enable the Zambia Library Association to make a strong case to the Ministry of Education for an improvement in the condition of school libraries, which is absolutely necessary if they are to be able to fulfill properly their dual role as instruments of education and leisure.

The results showed that out of 119 secondary schools at that time only 81, about 68%, responded. And three of the 81 responding schools indicated that they had no library.

One of the imponderables, however, is the number of schools
which did not reply because they have no school library. It is likely that most of the schools which did not respond have no school library. Some other results of the same question-
aire are covered in the other sections of this chapter.

In the same article Lungu attributes the unsatisfact-
ory state of school libraries to many factors, but singles out five as being the main ones:

(a) Lack of trained personnel,
(b) lack of funds,
(c) lack of interest in reading,
(d) staff turnover,
(e) dilapidated library buildings.

Lundu, however, feels that Lungu missed the most contributory factor. He says:

This factor has to do with the fact that like any other library in Zambia, the conception of school library is confined to books or any other reading materials.

This is despite the presence of such media as radio sets, radio cassettes, television sets, etc., in schools. The presence of these non-book media in Zambian schools dates back to the second half of 1965. This was the time when the broadcasting of educational programmes which were initially designed for upper primary schools, secondary schools and teacher training colleges started in Zambia. Apart from supplying the above mentioned media and others to schools and colleges the government also maintains an Audio-Visual Aids Library of films, film strips, tapes, gramophone records, wall charts and art reproductions.
for central support services to schools and colleges.

One major factor retarding the development of school libraries in Zambia, and overlooked by most people concerned at the poor state of these libraries, is the teacher-centredness of the education system. In Zambia the teacher is still regarded as the font of knowledge hence the teacher is still the major input of information to pupils. Given such a situation school libraries are not seen as an educational tool. As a result educational resources such as gramophones and tape-recorders instead of being used for educational purposes become the property of the school ballroom dancing club.

As part of the conclusion in this section the following observation in a UNESCO document on school libraries in developing countries also holds true of the situation in Zambia. The document observes:

In developing countries, it would seem appropriate that library service for children should receive the highest priority for the development of efficient school library services is likely to have the greatest impact. The general situation in this field is not at present satisfactory.6

This observation was made in 1970 but in the case of Zambia it is still valid in the 1980's. On the whole school libraries still have a chance to develop in Zambia for they are a major tool of qualitative education. Quest for quality is after all the major cause of the educational reforms in Zambia. The second reason for this hope lies in the fact
that education is one of the sectors given high priority since 1964. For instance the 1984 budget\(^7\) has the two ministries responsible for education among the seven ministries given major allocations.

**Library Provision and Support**

As education is the sole responsibility of the government, all the resources, both human and material, should be provided and supported by the government. This is true of the subject departments but less true for school libraries. The provision of school libraries is at present not taken seriously by the authorities in the Ministry of General Education and Culture. For instance Rigg discovered that in 1977 there were only 57 secondary schools with purpose built libraries. This was less than half the number of secondary schools in existence at that time. It is very unlikely that the situation has improved drastically over the past few years.

Whereas all subject departments enjoy government support throughout the year, support for school libraries in Zambia is rarely above a bare minimum. Consequently all the school libraries in existence have to look elsewhere for either full-time support or much needed extra support. The results of Rigg's questionnaire, mentioned earlier, make startling revelations.

The question which requested schools to mention the source or sources from which their school libraries obtained
their books was answered in this way: 32 schools mentioned the Zambia Library Service, 41 mentioned the Ministry of Education, 25 mentioned Mission sources, and 80 mentioned other sources. It should be added that the Zambia Library Service support to some schools has been withdrawn in recent years due to massive book losses in those schools. The Ministry of Education and Culture, grants to school libraries are so low and so unreliable that they have forced school libraries to look elsewhere for support. The following statement determines the degree of this inadequacy and unreliability:

One teacher claimed that his school library used to receive a grant but that this has now been discontinued, while another stated that the grant for his school library was not even sufficient to buy the "Times of Zambia" newspaper, alone for a year.8

The withdrawal of both Zambia Library Service and Ministry of General Education and Culture support from some school libraries at the time when the price of library materials is ever increasing due to high printing and publishing costs, has contributed to the dearth of school libraries in Zambia.

The "other sources" of support mentioned above are mostly foreign High Commissions and Embassies in Zambia. Organisations such as the British Council, the United States International Communications Agency and the World Bank have provided materials for school libraries in Za-
mbia for sometime now.

There is at present no public library support to school libraries. This lack of support has to do with the fact that public libraries are not well established. Only a few towns have good public libraries. The other reason is that most of the public libraries, especially in the urban areas, are run by District Councils. The main barrier is the lack of cooperation and coordination between the two types of libraries owing to the fact that they are a responsibility of two different ministries. School libraries are a responsibility of the Ministry of General Education and Culture whereas the District Councils run public libraries are a responsibility of the Ministry of Decentralization. In the rural areas good libraries can only be found in provincial headquarters. These libraries are run by the Zambia Library Service which, as stated earlier, has withdrawn its support from a number of school libraries.

Staffing of School Libraries

In Zambia the duty of running a school library is an extra duty of a class teacher. In all cases the taking up of this added responsibility has to do with the teachers' interest. The existence of the few school libraries in Zambia therefore owes a lot to the few dedicated teachers who have to sacrifice part of their free time in order to orga-
nize these libraries.

The teachers in charge are rarely qualified in any area other than teaching and rely on pupil volunteers to staff the library at peak times. Moreover, the school library is still seen as a wing of the English department and not something that supports the whole school curriculum. Consequently, most of the teachers in charge of school libraries belong to the English department. Riggs confirms this when he says that:

> In question 14 which asked for the subject qualifications of the teacher in charge, the favourite subject was unmistakably English, though Mathematics and Sciences also occurred together with History, Geography and Civics. 9

The problem in Zambia is that the school library is still not seen as an educational force. Whereas the subject departments are well staffed and the Ministry of General Education and Culture maintains an inspectorate to ensure this and to see to it that the subjects are well taught, there is:

> Nobody in the Ministry of Education officially responsible for the inspection of school libraries and it is left to sympathetic individual officers to voice concern, usually with little result. 10

It is apparent that the responsibilities of organizing and staffing of school libraries are left to individual headmasters. Since most of them attended schools without libraries, they do not see the importance of school libraries.
Hence the lack of commitment.

The Zambia Library Service

The Zambia Library Service was founded in 1962 with the aid of a grant of £43,000 to the then Northern Rhodesian Government from the Ford Foundation of New York. Before independence it was known as the Northern Rhodesia Library Services. The Zambia Library Service is a department of the Ministry of Higher Education and is wholly supported by government funds.

The main functions of the Zambia Library Service as stated in the 1962 terms of reference and in the 1976 Annual Report are:

1. To establish and run a public library network throughout the country;

2. To run a school library service;

3. To give professional guidance in the establishment and running of good ministerial and departmental libraries;

4. To give assistance to municipal, township and rural councils i.e. District Councils in library operations, and eventually take over their libraries;

5. To assist professionally insofar as is practicable in the training of librarians.

As far as school libraries are concerned functions 2
and 5 are of great importance to them. The Zambia Library Service's duty of running a school library service in all parts of the country has up to now not made any headway. Some of the reasons for this apparent failure have already been stated in the preceding sections. But here can be added the Zambia Library Service's problems of lack of funds, transport and its occupation with many other responsibilities.

On the question of training, a document issued by the Zambia Library Service simply says that:

Training courses in elementary librarianship are held from time to time. The courses are intended to give part-time librarians a grounding in the elements of running a small library, but would also be of use to clerks in charge of small Government and office libraries.¹²

Since there is no requirement at the moment in Zambia for every school to have a library, let alone for the teachers in charge of school libraries (where they exist) to have qualifications in librarianship, it is doubtful whether teachers are keen on attending such courses.

Some years ago a School Librarianship syllabus¹³ was designed through the combined effort of the Zambia Library Service and the Department of Library Studies at the University of Zambia. It was however, not stated who it was designed for (qualified teachers or not), nor the level and the qualifications to be obtained. Up to this day the syllabus has not been used.
In other areas the Zambia Library Service has gained ground ever since its inception in 1962. It has so far managed to establish six provincial libraries. These are in the largely rural areas where the colonial government did not open any public libraries. Apart from serving as public libraries in the places where they are situated, each of these provincial libraries also functions as a central supplier, on loan, of books to school libraries and other library centres in the province. This is in accordance with functions 1 and 2 of the 1962 terms of reference. A lot, however, remains to be done by the Zambia Library Service if the importance of school libraries is to be realised in Zambia.
REFERENCES


4. Lungu, P. 65

5. Lundu, P. 371


8. Rigg, P. 77

9. Ibid, P. 77

10. Ibid, P. 84


CHAPTER 3

DEVELOPMENT OF SCHOOL LIBRARIES: THE INTERNATIONAL SCENE

It is said that people should learn from other people's mistakes and experiences. This belief holds fast in all walks of life. Therefore when examining ways and means of developing school librarianship in Zambia a look at the experiences of other countries in that area cannot be avoided. School libraries exist in almost every country in one form or another but here the course of development to be examined is that followed by countries where school librarianship has made a headway and is accepted as an integral part of the educational system. For this Zambia has a lot to learn from the experiences and current practices in Denmark, Australia, North America and United Kingdom.

SCHOOL LIBRARY DEVELOPMENT IN DENMARK

An Overview

In Denmark the school library is an integral part of the everyday teaching and learning that goes on in schools. It is even said that most teachers there may find it strange to imagine a school without a school library. It should, however, be noted that school libraries are not a new experience in Denmark. If anything they have been in existence since 1917. What is perhaps new is the fact that they are an integral part of the school programme due to the changes
and upsurge in their development during the past two decades or so.

In Denmark primary and lower secondary education is compulsory. This means every child is required by law to receive nine years of compulsory education after which most follow secondary programmes in gymnasium, trade and technical high schools.

Writing in the Skolebiblioteket Soeensen says:

Since the Act on the Danish Folkeskole (the Danish primary and lower secondary school) emphasizes the all-round development of each individual pupil, the instruction must provide for a reasonable amount of individualization.

For the instruction to successfully take into consideration individual differences in children there must be a variety of media available. And for maximum use of these materials they must be kept in a central place; the school library.

The main factor behind the success of school libraries in Denmark is legislation. With legislation anything is possible. An examination of the history of library legislation in Denmark would reveal that the first libraries Act was passed in 1920 and in 1923 "an official school-act committee proposed that school libraries should be established at all schools." This proposal was not endorsed by the Danish parliament but the need for school libraries was registered.

In 1931 there was legislation regarding public libraries which obviously took into consideration the proposal of the school-act committee for what followed was the placing of many pu-
public libraries in school buildings, particularly in rural areas. School libraries have cooperated with, and received support from, public libraries ever since. Petersen only emphasizes the point when he says:

The Danish public libraries have at all times been considered as points of support for education.3

The milestone of this support was laid down with the passing of the 1964 Public Libraries Act whose Part 4 Section 12 (1) states:

It should be the aim to establish a school library in every primary and lower secondary school before 1st April 1969 as part of the local education service, and in cooperation with the local public library concerning budgets, book selection and library techniques.4

In 1975 school libraries were eventually made compulsory. To make sure that they function properly the Ministry of Education has a state inspectorate which carries out the following tasks:

Supervision;

Recommendations for provision of space, furnishings, materials and staff;

Guidance on budget allocation;

Training and certification of teacher-librarians.

The importance of a professional association cannot be overlooked in any profession. More so for the growth of the profession. This is no exception here for the development of
school librarianship in Denmark owes some of its success to the Association of School Libraries of 1917 which was replaced by the following associations presented in order of succession: The National School Library Association, The Copenhagen Association of School Librarians, The National Association of School Librarians, and finally The Danish Association of School Librarians.

School librarianship in Denmark has therefore developed with the help of legislation, public library support, efforts of the Ministry of Education and library associations. Little wonder therefore that almost all of the public schools in Denmark have libraries.

**Staffing of School Libraries**

In Denmark school libraries are under the responsibility of teacher-librarians. These are qualified teachers with special training in school librarianship. Since the teacher-librarians are required to teach another subject for at least one-third of the timetable one or more assistant teacher-librarians are appointed to the school library. These assistant teacher-librarians are required to have the same qualifications in school librarianship.

**Training of School Librarians**

The training of school librarians is influenced by the
fact that the school library is now an integral part of the educational experience of the schools. One Associate Professor clearly put it thus:

From being merely a collection of materials, the school library is becoming a centre of planning and organizing of the teaching, in other words: a place of work for teachers and pupils. At present this development is influencing the considerations about the school librarian training.5

This positive acceptance of the school library as an integral part of the school means that the school librarian must also be conversant with the learning and teaching experiences so as to be a useful educational adviser to both pupils and teachers alike. It is because of this reason that persons wanting to become school librarians in Denmark must first qualify as teachers. And training in school librarianship is imperative for all teacher-librarians. This insistence is confirmed by Jakobsen who quotes the subsequent notice Number 178 of May 21st, 1965 arising from sub-section two of section eleven of the 1964 Public Libraries Act. This was with regard to training of school librarians. He quotes thus:

The school librarians must have taken or committed themselves to take—as soon as possible after the appointment—the course for school librarians at the Royal Danish School of Educational Studies.6

Prior to this Act, teachers without training in school librarianship could be allowed to work as school librarians.
School librarians are trained at the Royal Danish School of Educational Studies. It is a three-month full-time course covering about 350 lessons. Because of the new perceived role of the school library and consequently that of the school librarian the course emphasizes the educational side more than the traditional library skills. The other reason why traditional library skills are not emphasized in this course could be found in the services provided by public libraries and independent organisations. One such organisation is the Danish Library Bureau or Bibliotekcentralen which has as one of its many functions the provision of certain bibliographic services to all libraries.

The course for school librarians is made up of three main components viz:

1. Choice of materials and knowledge of materials, including practical conditions regarding organisation of materials within Folkeskolen as well as problems in connection with evaluation and analysis of nonfictional teaching materials in relation to the requirements of the school.

2. The guiding functions of the school librarian; the objective of this is to give proficiencies and experience concerning the utilization of pre-produced teaching materials and the
internal production of teaching materials/communication materials by teacher and pupil: photostat copies, duplicated material, transparencies, diapositives, tapes 8mm films, TV tapes and combinations of these materials.

3. Fiction for children. 7

School librarians may update their training by short courses on special topics.
SCHOOL LIBRARY DEVELOPMENT IN AUSTRALIA

An Overview

Australian school libraries are among the best in the world. As in Denmark the school library in Australia is considered to be an essential element of the educational programme. Education administrators, teachers and students have a positive attitude towards the place of the library in the school. Although school libraries there are a successful story, the history of their rapid development can be traced to the late 1960's and into the 1970's due to special fund-in.

The rapid development of school libraries during this period may hide a longer and less successful development earlier. There was a growing interest in school libraries in the 1950's. During this period a few good libraries were established mostly in private schools. The cause of this interest was the result of a national survey carried out in 1935 which revealed great variations of library facilities from one school to another. And that the services which these libraries offered were far from satisfactory. Unfortunately the interest was soon lost "because of lack of government support, and these libraries deteriorated and in many instances became trophy rooms." But luckily government support came in the late 1960's and the interest was
revived.

Sara Fenwick was, in 1964, on a six month visit to Australia as a Fulbright lecturer at the invitation of the Library Association of Australia. Her report published in 1966 is seen as the main cause of government support to school libraries in the late 1960's. The Fenwick report, coupled with the publishing in the same year of the LAA's "Standards and Objectives for School Libraries" which "drew attention to the educational value of adequate school libraries and set quantified target standards" set in motion the development of school libraries. Apart from the two publications the other factors which are linked with school library development in Australia in 1966 are:

1. The Second Advanced Seminar on School and Children's Libraries conducted at the University of New South Wales.

2. Increased school library options offered within the library Association of Australia's Registration Examination papers.

3. Appointment of a representative of school library services on Australian Advisory Council on Bibliographical Services-AACOBS.


5. Formation and growth of the School Libraries section of the LAA.

"School Libraries: A Report to the Nation" by Margaret
Trask in 1968, commissioned by the Australian Library Promotion Council, further revealed "startling facts about just how shocking school library funding and provision were in Australia."¹¹

The government was left with no option but to react favourably towards the support of school libraries. After all, money spent on school libraries goes a long way towards the improvement of education. Hence on 14th August 1968 the Federal Minister of Education and Science announced the provision of an initial grant of $27 million for "buildings, furniture, equipment and resource materials relating to secondary school libraries for the 1969-71 triennium. In 1971 a further grant of $30 million was provided for the 1972-74 triennium."¹²

The support has been going on ever since and it is believed that the federal government spent $200 million on school libraries in the twelve years 1969-80 inclusive. This amount does not only cover buildings and library materials, but also training of teacher-librarians and other staff. It is therefore not hard to see why most schools in Australia have good libraries, trained library staff and a variety of resources. And for the purpose of support services, central school library services exist in each State Education Department.

Staffing of School Libraries

In Australia the staffing pattern varies from one school to another depending mainly on the size of the school.
The general staffing pattern in secondary school libraries covers the following personnel: School librarian or teacher-librarian, Library and Media Assistants, Clerical Assistants, typists, and student Assistants.

Apart from being the head of the library, the school librarian or teacher-librarian is also required to carry out some educational duties, such as team teaching and curriculum development. Because of this it is required that the school librarian be qualified in both education and librarianship.

Requirements of the level of qualifications varies from state to state but some states such as Victoria insist that the teacher-librarian should be in possession of one of the following alternative qualifications:

- Degree or diploma together with diplomas in education and librarianship.
- Degree together with postgraduate qualifications in librarianship and education.
- Courses other than those above which satisfy the requirements of employing authorities. 13

Training of School Librarians

Graham P. Corr observes that the:

Education Departments of most Australian states and other teacher employing authorities, have strongly supported the view that the person in charge
of a school library resource
centre must be seen as a
teacher within the school—a
teacher with further expert-
ise in the librarianship/
media specialisation.\footnote{14}

This quotation shows the level of understanding of
education authorities of the need to have well qualified
teacher-librarians. It is no longer advisable for the tea-
cher in charge of a school library to simply have a super-
ficial knowledge of librarianship. The role of the school
library has changed hence the need for well qualified
personnel so as to equal that change.

The need for qualified teacher-librarians has led
to the establishing of special courses for the same in many
institutions throughout Australia. Education in Australia
is a state responsibility but the training of teacher-
librarians has received much federal government support.
For instance, during the years 1974–75, 932 teachers\footnote{15}
received specialised training, many of them for a period
of one year full-time as a result of £3.78 million help
provided by the federal government for that purpose. Si-
milar government support was given for the next two years
and beyond hence by December 1978, there were approximately
3500 qualified teacher-librarians in Australia. This number
is almost ten times that in 1971.\footnote{16}

To date there has not been any evidence of slacken-
ing government support as regards training of teacher-lib-
rarians. If anything training has spread to support staff
such as school library assistants or technicians. This is done with the aim of relieving the teacher-librarian of clerical duties leaving him with only professional duties. Courses for library technicians or assistants can be found in many states one of which is Victoria where there is a formal vocational training\textsuperscript{17} for that category of staff from all types of libraries including school libraries.

**Course Content**

General studies, Librarianship, Education and Administration usually make up the main components of the course for teacher-librarians. A fact which has been acknowledged by both Brewer\textsuperscript{18} and Ojeamire\textsuperscript{19} although the former includes Media, Computers and Children's literature.

In Australia a one year diploma course for school librarianship designed for qualified and experienced teachers usually covers the following compulsory units:

- Libraries, Resources, Education, including media/workshops;
- Introduction to bibliography organisation;
- Introduction to Reference Services;
- Selection of Resources;
- Reading and Reading Interests;
- Resource Centre Administration;
- Children's and/or Adolescent
Literature;
A Diploma paper [Long essay];
School Experience and/or Field Work. 20

Needless to say the above units are designed in such a way so as to equip the teacher-librarian with the knowledge of how to integrate the school library into the everyday school curriculum.

Institutions training School Librarians

In Australia as elsewhere in the world, librarianship is studied in tertiary institutions. Two universities and many colleges of advanced education offer courses in librarianship. However, all accredited courses in school librarianship are in the colleges of advanced education. One year Graduate programmes in school librarianship can be pursued in some of these colleges. And four-year undergraduate programmes can also be found in these institutions.

Colleges of advanced education offering school librarianship are situated in many parts of Australia. One such college is the Riverina College of Advanced Education which offers the course in school librarianship to experienced teachers by the external mode. The aim of the course being to "continue the professional development of trained teachers as school librarians." 21
SCHOOL LIBRARY DEVELOPMENT IN NORTH AMERICA

An Overview

In this section school library development and current practices in two countries, viz, Canada and the USA, are examined. The choice of the two countries is synonymous with the fact that school librarianship is better developed and accepted as a part of the school in North America than anywhere else.

Like Australia, both Canada and the USA have Federal systems of government. The USA is made up of fifty states hence the name, whereas Canada comprises ten provinces and two territories. In both countries education, including school libraries, is a clear state/provincial responsibility. The provincial/state education establishment is further divided into school districts which enjoy some amount of autonomy. Likewise school library support depends on these school districts as Haycock writes about the situation in Canada:

School libraries fall within the provincial framework of education but local school boards have become increasingly autonomous such that the degree of support and leadership provided is determined primarily at the school district level, not at the provincial level.²²

In the United States Gaver writes of the situation there:

Historically, schools in the United
States, divided into more than 20,000 school districts, have an unusual measure of local autonomy and this has had its effect on school library development.23

It is not hard to imagine the "effect" that Gaver refers to in the quotation. Lack of uniformity in development due to varying priorities from one school district to another is the main outcome. Even so, Canadian and USA school libraries are among the best funded in the world.

The history of school library development in both countries saw the "swinging 1960's" as the period of real take-off. It is written in one document:

Any history of school library development in the United States will have to recognize the decade of the 1960's as a time of real ferment.24

The main causes of this ferment in the United States were the publication by the American Library Association of "Standards for School Library Programs" in 1960, the Knapp School Libraries Project which took place from 1963 to 1968, financial support of school libraries by federal funds provided for purchase of some categories of library materials, and lastly but not least the second publication in 1969 of "Standards for School Library Programs."

In Canada despite the fact that organized libraries were common features of secondary schools by the 1940's, real development took place during the 1960's. Expanding enrolments and an expanding economy which made innovation possible,
led to the rapid growth in school libraries.

The causes mentioned so far can be rated as being secondary. The primary causes can be found in the new curricular programmes which promoted individualized learning and inductive teaching both of which require the availability of many types of resources in the school. Teachers' increased awareness of styles of learning and of the unique roles of non-print media in student motivation and retention also played its part in the development which took place at that time.

Public library support to school libraries before the accelerated development of the latter in the 1960’s should be acknowledged. If anything public libraries, wherever they existed, provided special services to schools in both countries. They only withdrew these services when schools started to develop and adequately support their own libraries. Currently in both Canada and the USA, district support services are available to most teacher-librarians and school libraries. Under the direction of a supervisor or coordinator, the district resource centre provides many services such as professional advice and materials to school libraries.

Here again the importance of library associations cannot be overlooked. They played a great part in the 1960’s and they still continue to do so. Each of the two countries has a national library association of its own with a national school librarians/library association as a section. In addition to
that provinces/states have individual school library associations. These associations play a major role in the development of school librarianship.

In both Canada and the USA there exist media associations. The influence of these associations on the education offered in schools in both countries can be seen in the increased use of non book media. The work of the Association for Educational Communications and Technology (AECT) in the USA and that of the Association for Media and Technology in Education (AMTE) in Canada is acknowledged in both countries. The two associations were the joint sponsors of the 1967 school library standards in Canada and of the 1969 standards in the USA. This is the reason why, unlike the 1960 standards in the USA, the 1969 ones cover a variety of media. The same thing applies to the 1967 Canadian standards.

Staffing of School Libraries

In North America it has been realised for a long time now that good library service depends on adequate staffing. In addition to that the school library staff must have the necessary qualifications to work in a school library. A school library cannot be an educational force, however well equipped it may be, if staffing is inadequate or if the staff is lacking in the necessary qualifications. Adequacy and qualifications must be treated as two sides of one coin.
To meet the demands made on the school library, the 1969 "Standards for School Library Programs" in the USA recommended the services of one full-time media specialist for each 250 students, one media technician and one media aide for each media specialist. Likewise in Canada the 1967 "Standards of Library Service for Canadian Schools" recommended the services of one full-time librarian or resource specialist per 500 pupils, one library media technician per 1000 pupils plus an aide for pupils over 1000, and one clerical assistant per 500 pupils to four for 1800 pupils.

As for qualifications, it is recommended in both Canada and the USA that the school librarian (or media Specialist, the term preferred in the USA) should be qualified in both teaching and librarianship. The requirement of dual qualifications in the USA is confirmed by Davies who says that the media specialist there:

Holds membership in both the teaching and library professions and is both an educational generalist and a media specialist. 25

Herring adds:

In Canada, Australia and in some Scandinavian countries, it is recommended that the school librarian be both teacher and librarian. 26

Such dual qualifications are necessary bearing in mind the functions of the school librarian.
Training of School Librarians

Given the new role of the school library as an educational force and many skills being required of the school librarian in order to accelerate that "force," training becomes a necessary factor. In both countries the training of school library staff is highly valued and it has been going on for a long time now. For instance in the province of Ontario in Canada courses for secondary school librarians were begun by the Department of Education in 1955 and are now being offered by four colleges of education. In the same province three certificate courses for elementary school librarians, offered by the Department of Education since 1962 are held in several locations each summer. At present in Canada training of school librarians is carried out by different institutions. The programmes range from short courses to post-graduate training.

The situation in the USA is not different from that going on in Canada. The importance attached to training can also be seen in the number of experimental programmes carried out throughout the country. For instance it is reported that:

From 1971 to 1973, six experimental programs for the training of school library media specialists were supported by the School Library Manpower Project of the American Library Association under a grant from the Knapp Foundation of North Carolina.
The Canadian School Library Association's 1981 recommended curriculum for a diploma in school librarianship requires that the person wishing to study for that qualification should be in possession of a "valid teaching certificate plus satisfactory classroom experience." And the prerequisite for those wishing to study for a Master of Education (School Librarianship Concentration) is a diploma in school librarianship and appropriate academic standing for graduate studies. The recommended courses for the diploma programme are:

Administration of the School Resource Centre; Communication; Planning; Management; Supervision of Personnel; Continuing Education, Cooperative program planning and Teaching; Elementary School Resource Centre programs; Secondary School Resource Centre Programs; Analysis and Evaluation of Learning Resources; Selection of Learning Resources; Organization of Learning Resources; Information Services for Children or Information Services for Young Adults; Field Studies in School Librarianship.

In the USA, the American Association of School Librarians recommends that Professional School Media Personnel should have a wide variety of competencies, so as to enable them satisfy the demands placed upon the school media programme. It emphasizes:

They need competencies derived from
For that reason the committee recommends that the media specialist must be competent in seven specific areas viz:

1. Relation of Media to Instruction Systems;
2. Administration of Media Programs;
3. Selection of Media;
4. Utilization of Media;
5. Production of Media;
6. Research and Education;
7. Leadership and Professionalism.

The course content in both countries is almost the same. The influence of education on the recommended curricula hardly escapes the eye.

Institutions training School Librarians

As Lillian B. Wight points out, in Canada it is possible in some universities for one to take school librarianship as part of a Bachelor of Education degree either as a minor or as a major. School librarianship is also offered by some teachers colleges and some universities for postgraduate qualifications. Also in some provinces courses in school librarianship are available as part of teacher education. In the United States there are undergraduate programmes at colleges and universities.
The history of school library development in the UK shows that the earliest schools at Canterbury, York, Winchester and Hexham had libraries. Although these schools are closely linked with religious foundations they nevertheless helped to set in motion the tradition of having libraries in schools. However, it was not until the publication of the Ministry of Education's Buildings Regulations, which followed the 1944 Education Act, that it became obligatory for every secondary school to have a library room. The 1944 Education Act made secondary education universal and this has had an adverse effect on school libraries given the school population growth of the 1960's and early 1970's as Dow points out:

It is a sad commentary that many schools have been forced to use these libraries as classrooms to provide enough face-to-face teaching space to accommodate the population bulge of the sixties and early seventies. Although pressure on accommodation is easing, there is still a large percentage of secondary schools which do not have a room set exclusively for library purposes. 33

This situation is different from that prevailing in such places as Australia where school libraries just serve the purposes they were established for. And children, as well as teachers, are not denied the opportunity of visiting the school
library in their free time when the library is open.

Public library support to schools in the UK goes as far back as 1850 when the first Public Libraries Act was passed. Whereas the first Elementary Education Act was passed twenty years later "perhaps because of this, some of the earliest school libraries consisted almost entirely of books borrowed from the local public library." Public library support to school libraries is still active but to a lesser degree.

As for primary schools there has never been any regulation demanding the establishing of library rooms. This would be the reason why there are so many books in most primary schools on show, in both corridors and classrooms.

One thing that stands out clearly with regard to school libraries in the UK is the effectiveness of centraлизed services. Whereas in countries like Denmark, Canada, USA and Australia it is regarded as a top-up operation, in the UK it is the main backbone of school libraries. Centraлизed services are provided by local government agencies often the library service, all over the UK. The largest in the whole of UK being the Inner London Education Authority (ILEA) which employs over 400 professional librarians working in schools and colleges. Apart from that the ILEA maintains a team of Library Advisors whose main duty is "to support schools and colleges in the establishment, maintenance and further development of library resources."
And also to work in close cooperation with librarians in schools.

In Northern Ireland, Cochrane writes that schools library service is carried out by five Education and Library Boards established in accordance with the Education and Libraries (Northern Ireland) Order 1972. According to Paton the centralised units in Scotland provide two types of service viz:

- The supply of books and audiovisual media to supplement the stocks of individual school resource centres, and
- Provision of information, advice and assistance in the planning and operation of school libraries.

This level of centralised support is quite unique and not matched in other countries.

Staffing of School Libraries

In the UK there are three types of personnel in charge of school libraries viz: professional librarians, teachers with qualifications in librarianship, and teachers with little or no training in librarianship. This is the reason why the terms "school librarian" and "teacher-librarian" are not interchangeable in the UK.

The Library Association recommends that for schools of 600 pupils and above there should be at least one qualified librarian. Services of production/technical
assistants and clerical staff should also be sought.

As regards the qualifications of the person in charge of the school library, an agreement has not yet been reached. The war is being fought on three fronts. Teachers feel that the person in charge of the school library should be a qualified teacher with some library training. Whereas professional librarians feel that the person should be a qualified librarian.

The third group is for people who feel strongly that given the role of the school library today and consequently that of the school librarian, the person in charge of the school library should have dual qualifications in education and librarianship. Beswick poses a question apparently to those in the first two groups:

If we think the school librarian really is important to the school life, ought we not to be campaigning to provide for all actual and potential school librarians a basis of professional qualification which gives them authority, insight and a wider span of opportunity?39

The debate goes on and the lack of agreement has resulted in three groups of people being in charge of school libraries in the UK.

Training of School Librarians

The lack of a national policy regarding the quali-
fications of school librarians has impeded training for school librarians in the UK. This, however, does not mean that training for teacher-librarians does not exist. It does exist and dates back to the mid 1930's when the Board of Education organized short courses in Oxford aimed at spreading knowledge about the administration and use of school libraries. Teacher-librarian courses were started in some universities a few decades ago. One such course was established at the University of Birmingham's Institute of Education in 1954.

The Certificate in School Library Studies is a joint Library Association and School Library Association course. This course is the outcome of lengthy negotiations between the two bodies in a bid to find a suitable course for school librarians. This course is offered in several colleges and other institutions all over the UK. It is open only to qualified teachers with at least one year's teaching experience.

It is hoped that training for teacher-librarians will soon be taken seriously as "there has been a slow but definite recognition of the importance of dual qualifications for teacher-librarians." Short courses are held from time to time under the auspices of the public library, school library service, local education authority, or School Library Association.
Course Content

In the UK there are many courses available at different institutions and offered at different levels catering for teacher-librarians and would-be teacher-librarians. These courses range from short in-service courses to postgraduate qualifications i.e., postgraduate diplomas and Master's. A case in point being the degree of Master of Education (M.Ed.) in Education Technology offered by the College of Librarianship Wales. This degree is of "particular interest to teachers wishing to specialise as directors of learning resources, resource advisers or school librarians." Apart from this degree the college also offers the degree of Master of Librarianship (M.Lib) and a postgraduate Diploma in Librarianship (Dip.Lib.) in its "programmes for School Teachers." CLW has only been used as an example of the many institutions offering courses in school librarianship.

Apart from traditional library courses, the other common courses for school librarianship in the UK are:

- Learning resources;
- Curriculum; school organization;
- and pupil learning. In some institutions in the UK school librarianship is taught in conjunction with the department of education.
Institutions training School Librarians

As in most other countries, school librarianship in the UK is offered in tertiary institutions. Even courses organised by the LA, SLA or LEAs are in most cases offered or taught with the help of tertiary institutions. Hence school librarians are trained mainly in polytechnics and colleges of higher education for the Certificate in School Library Studies. Undergraduate and postgraduate training is offered by university schools or Departments of Education, and Schools of Librarianship.
SUMMARY

Unlike Zambia, the educational systems prevailing in the countries which have been examined in this chapter, accept the school library as an integral part of the school. This acceptance results from the realisation that the school library is a tool which enhances the high quality of education. This is the main reason why school libraries are adequately supported by the authorities concerned. In Zambia that realisation is still lacking and has in turn adversely affected the development of school libraries. Even in the few schools where school libraries have been established their effect on education is negligible.

In their early stages of development school libraries in Denmark, the UK, Canada and the USA enjoyed public library support. In Denmark and the UK this support had the backing of legislation. Currently there is no public library support to school libraries in Zambia. And there is no legislation for any type of library.

Centralised support services are a common feature of school librarianship in all the five countries. These services include the provision of materials to school libraries, the processing of the materials, and professional advice to school librarians. The importance of centralised support services cannot be overemphasized. In a country such as Zambia where school libraries are inadequately funded, centralised support services are essential.
The importance of standards in the development and subsequent running of any institution can only be second to legislation. To avoid haphazard development and to ensure good service, all the five countries had to formulate standards for school libraries. These standards cover all aspects of school librarianship and are revised from time to time. As a matter of emphasis, the formulation of standards should precede the implementation any development plans.

The new role of the school library as an educational force and that of the school librarian as an educator makes it essential for the individual in charge of the school library to be dually qualified in education and librarianship. In Australia, Canada, Denmark and the USA this requirement is accepted. In all the countries discussed non-professional supporting staff are employed in the larger school libraries.

In all the five countries the following practices are common:

1. Training programmes for school library staff are well supported both financially and in attendance.

2. The curriculum for school librarians covers courses in librarianship and education, including production of learning resources.

3. School librarianship courses are offered in tertiary institutions such as colleges of advanced education, teacher training colleges, and universities. The qualifications obtained range from certificates to
4. School libraries stock a variety of resources. Zambia has a lot to learn from the international practices as far as school librarianship is concerned. Hence, any plan for developing school libraries should evolve from the international practices.
1. S. Sørensen, "Introduction to the Danish Folkeskole (the Danish Primary and Lower Secondary School)"
   In Skole biblioteket, Summer; June, 1982. P. 5

2. K. H. Petersen, "School Library Development" In Skole biblioteket, Summer; June, 1982. P. 7


5. C. Jakobsen, "The School Librarian Training and the School Librarian" In Skole biblioteket, Summer, June, 1982. P. 21

6. Ibid

7. Ibid


9. Ibid, P. 2


11. Lundin, P. 3

12. Ibid


15. Lundin, P. 7

16. Ibid, P. 8


20. Corr


29. Ibid, PP. 5 - 7


31. Ibid, P. 9


41. College of Librarianship Wales, 1984 - 85 prospectus. P. 16
CHAPTER 4

THE PLACE OF THE LIBRARY IN THE SCHOOL

Background

A school library is an indispensable educational tool. This fact is being realized by several educational authorities all over the world. Hence in many countries libraries are being established in schools. However, the establishment of libraries in schools is not enough. School libraries must go beyond that point and play an active part in the educational programmes of the schools in which they are established. The school library should be seen to be as important as a science laboratory. If anything a school library should even be more important than a science laboratory because the latter deals with two or three subjects whereas the former stocks materials which are of relevance to all the subjects taught in the school including science.

To say that the school library should occupy a central place in the educational programme of the school is not enough to convince educational authorities and other authorities involved in countries, such as Zambia, where school libraries are still in their infancy. Such a demand should be justified. It is therefore the aim of this chapter to show that the school library has actually a central place in the educational programme of each school. The roles of the
school librarian, the school administrators i.e. the head-
master and his deputy, and the classroom teachers in inte-
grating the library into the learning and teaching that
goes on in the school are discussed. The school library
vis-à-vis the curriculum and the preparation of future
confident information users are presented.

The School Library in Education

The need for school libraries to play an active
role in schools' educational programmes has been strength-
ened by the many changes that are taking place in society at
large. The growth in technology has touched every sector
of society including education. Hence the new technology
of instructional materials can be seen in schools in many
forms such as over-heard projectors, slide projectors, tape-
recorders, models and many more. The presence of these non-
book materials in schools is directly connected with the
learning and teaching that goes on there. One writer rightly
points out that:

Books may have come to be part of the library stock for a
variety of reasons, not all of which were necessarily connected
with curricular activities in the classroom sense of the word;
but the reason for the presence of slides, filmstrips, models,
pictures, etc., in the school is almost certain to indicate that
they were bought as a teaching aid for a particular piece of
Results of research carried out by psychologists have led to the increased use of non-book materials in schools. This research has shown that individuals are different physically as well as mentally. In school, therefore, individual pupils learn in different ways and they have to be catered for by using a variety of resources. The appeal for the satisfaction of individual learning is expressed in the following words:

We know too, more about individuals than we've known in the past. We've realised just how widely different they are in terms of learning styles, learning rates: things we've ignored in the past.²

The realisation of individual learning differences by educators has in turn led to the advocacy of a practice of learning known as "resource-based learning." This is the type of learning in which students use the many educational materials available in the school as information inputs instead of depending on the teacher alone for that function. Since some pupils "learn easily by reading, some by listening, some by talking, some by doing something with their hands, some by looking, and often by a combination of two or more of these"³ the teacher's role is affected too. In this type of learning the teacher's role can be likened to that of the field and track marker leaving the participation in different events to athletes. In short in this type of learning the
teacher simply directs the learning activities. It should be added that in resource-based learning as in all "modern educational thought increasing emphasis is, in practice being placed on the self-activity and self-discovery by the pupil himself, the attainment of insight as opposed to parrot knowledge and the development of critical faculties." Resource-based learning discourages pupils' total dependence on both the teacher and the class text-book. This is of advantage to the student because firstly, the pupils' views are widened. They are made to see that apart from the teacher and the class text-book there are other resources from which they can obtain information. Secondly textbooks may be replaced only slowly leaving pupils using out of date information. Not only that, but in most cases recommended textbooks tend to be one-sided when presenting controversial issues such as religion, politics etc. On the same issue of textbooks, Rossoff discovered that:

An analysis of Social Studies textbooks used in the New York City schools not long ago revealed that they were barren stockpiles of unadorned facts. Textbook writers were criticized for omitting interpretative opinions on major issues. The study concluded that students were being deprived of essential material on which to base discussion and judgement.

The need for discouraging students' total dependence on the teacher should not only be seen in the fallibility
of the latter and students' better individual learning styles and rates. Probably the most important need for it is the effect of the rapid growth of information. Teachers cannot keep pace with the rate at which information is being produced. Referring to this rapid growth of information and the need to involve the school library in the educational programme R.A. Davies says that:

The scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instruction, superior though that instruction may be. Through the school library these boundaries can be extended immeasurably in all areas of knowledge and in all forms of creative expression and the means provided to meet and to stimulate the many interests, appreciations and curiosities of youth. For the school library to satisfy the needs of pupils and teachers in such a situation it should stock all the necessary variety of materials. It should not be like the school libraries of the early 1950's and early 1960's in the USA and UK respectively when "the library was predominantly book-based (especially in the UK) and was seen as peripheral to the school's curriculum, being mainly of use for English courses and for recreational reading." Although this is still the case in most developing countries because school librarianship is still in its infancy there, the fact still remains that they should occupy a central place in the educational programme of the school.
In some countries school libraries have acquired new names which reflect the materials that they stock and how far they have gone in supporting education. In the USA the terms "School media center," "School library media center" and "instructional materials center" are used to refer to a school library. In the UK the term "school library resource centre" is sometimes used. However, some countries still retain the term "school library" despite the fact that they stock non-book materials as well as play an active part in education.

The School Librarian

In countries where the school library has been accepted as an integral part of the school educational programme, the role of the school librarian has also changed. Previously in these countries the traditional school library was not a major part of the school's educational programme. The situation was similar to that presently prevailing in most developing countries. The role of the school librarian is simply to manage the library resources; mostly books. Such a situation prevailed in the past because education in schools was teacher-centred, therefore:

Given that sort of situation there is nothing you need to know about learning, or about teaching. All you need to be able to do is to manage your resources primarily
print, so that when students
come to the library for a
short account of Australian
history it is there to be
checked out and checked in
later at the appropriate
time: a management job.

This kind of work was not demanding enough to
require the services of an individual with special training.
In most cases the duty of running a school library was given
to a teacher in the English department. Little wonder therefore
that teachers in the other subject departments have for
a long time looked at the school library as being inessential
to their teaching.

But, as the school library is being called upon to
take an active role in the educational programme it means
that a class teacher, with a teaching load, cannot manage to
run the library effectively. It is therefore imperative that
the person responsible for the school library should be appo-
inted full time. Where school libraries have made a big way
(as shown in Chapter 3) the people responsible for running
them are qualified teachers with training in school librarian-
ship. As a result the term "teacher-librarian" in Australia
refers to a person who is trained and educated in both educa-
tion and librarianship. He is a full-time school librarian.
In the UK the term "school librarian" refers to a:

Professional librarian working in
a secondary school... seen to be
a vital component of a successful
school library resource centre
because of the part to be played
by the SLRC in the school, invol-
ving the school librarian not only in the management of the SLRC but also as an active member of the school's curriculum planning team.9

In the USA the term "library media specialist" is used and it refers to a person who is:

- Certified as a teacher and is knowledgeable about educational processes, methodology, strategies and designs;
- Conversant with curriculum and media content;
- An expert in programming for the most effective use of media to make teaching and learning more effective, efficient and rewarding.10

The definitions quoted above point to the fact that the school librarian should be seen as more than just a manager of resources. If the school library is to be truly a core of the educational programme the school librarian must be both an educator as well as a manager. The management role resulting from training in librarianship includes planning, budgeting, organizing and controlling of materials and junior staff; be they full-time workers, student or parent volunteers.

The school librarian's role as an educationist will involve being conversant with all the basic principles of education and with learner characteristics so as to enable him to know what style of learning is best for each pupil. The school librarian does not only work with children but with teachers as well because:
He is not only a teacher of children; the school media specialist is also a teacher of teachers. As they work together in planning overall curriculum and shorter instructional units, the teacher and the librarian learn from one another.\textsuperscript{11}

The success of the school library in playing an active role in the educational programme depends, and will continue to depend, on well qualified personnel being in charge. There is no way the question of personnel i.e. a qualified school librarian can be separated from that of school libraries. One educationist writes:

The resource centre and the teacher-librarian to me are perhaps two of the most essential ingredients in the recipe for a good school. I cannot divorce or isolate one from the other and this is fundamental in my philosophy... of the role of the teacher-librarian and the resource centre as the heart of learning/teaching in any school.\textsuperscript{12}

The school librarian is therefore no longer a keeper of books, as it were, but an educator in his right.

\textbf{The School Administrators}

Let it be mentioned that to stock the school library with all the necessary resources is not enough.
Nor does the quest for the school library's active involvement into the educational programme of the school end when a well qualified school librarian is appointed to run the library. The quest goes beyond that point. In this section the role of the school administrators and classroom teachers in the integration of the school library into the school's curriculum is examined. The approach employed in looking at the issue is one which recognizes the essential cooperation between the school librarian and the teachers and administrators.

Among the eight outstanding functions of the school library distinguished by Norman Beswick two are of particular relevance here because they serve as a prologue to this section. The two are:

- To store such materials for use in individual and group study as well as to store materials and equipment for use by teachers and pupils in classrooms.

- To advise and guide pupils following up individual inquiries, and teachers planning future work, and to enable both to learn how to use individual resources and the facilities of an organized library resource centre.13

The two functions help to emphasize the point that the materials in the school library are there to be used in the teaching and learning situation. Hence the need for cooperation between teachers and librarians in order to
bring it about. To have this cooperation realised the school's administrators must play a leading role.

It ought to be realised that the success of any programme in the school depends to a large extent on the interest shown and support given to those programmes by the headteacher. The same goes for the school library. Without the headteacher's support of the school library's new role, the school library will remain on the periphery of the school's educational programme. One headteacher advises thus:

The greatest strength for any teacher-librarian lies in his/her own school initially, in support, encouragement, communication and time shared with the principal. If the principal is on his/her side and expresses this clearly, the resource centre will be an integral and contributing aspect of the school.  

On the badly needed cooperation between school librarians and classroom teachers the same principal writes:

If the leadership openly displays support for the teacher-librarian and his/her work, the relationship with the teachers will be more readily established and further enhanced by the principal's continued interest and involvement in the resource centre's operation and programme.  

Whatever may be the way, the school librarian cannot succeed in his work without the support of the school.
administrator. Many more scholars have written about the need for cooperation between school librarians, like any other employees in the school, and the headteacher but one put it more blatantly when he said that:

No matter how strongly the Library/Media centre staff feels about the importance of its services, it cannot get very far in its program without the full cooperation and backing of the principal.  

All this is not only true in terms of either planned changes in the school library programmes or coopera-
tion with teachers but also in terms of financial sup-
port for the school library. Needless to say, the school library's financial requirements are approved by the head-
master in the school. It is therefore the role of the school librarian to work closely with the headteacher and keep him informed of all the library's programmes, includ-
ing those requiring financial support, both current and planned. A breakdown in communication between the school librarian and the headmaster is detrimental to the whole school library programme because as one writer put it:

If he [the principal] does not provide the necessary $4.00 to $6.00 per pupil per year, the growth of the collection will be seriously stunted. If he does not see to it that every teacher stays with her class, then the quality of the library may go down and down. No PTA cookie sale, no amount of student help and no amount of seal on the part of the libra-
administrator. Many more scholars have written about the need for cooperation between school librarians, like any other employees in the school, and the headteacher but one put it more blatantly when he said that:

No matter how strongly the Library/Media centre staff feels about the importance of its services, it cannot get very far in its program without the full cooperation and backing of the principal.  

All this is not only true in terms of either planned changes in the school library programmes or cooperation with teachers but also in terms of financial support for the school library. Needless to say, the school library’s financial requirements are approved by the headmaster in the school. It is therefore the role of the school librarian to work closely with the headteacher and keep him informed of all the library’s programmes, including those requiring financial support, both current and planned. A breakdown in communication between the school librarian and the headmaster is detrimental to the whole school library programme because as one writer put it:

If he [the principal] does not provide the necessary $4.00 to $6.00 per pupil per year, the growth of the collection will be seriously stunted. If he does not see to it that every teacher stays with her class, then the quality of the library may go down and down. No PTA cookie sale, no amount of student help and no amount of seal on the part of the libra-
rian substitutes for this kind of help which only a principal can provide.

It should however be added that as in all human relations some headmasters will be more cooperative and more understanding than others. The headmaster's knowledge and attitude towards the school library is determined mainly by his:

- Background of education and experience. If his knowledge is limited to that obtained in college and graduate school courses for administrators, it may be minimal. Principals who have had personally satisfying experiences in library/media centers and whose families have benefited from LMC usage are more likely to have a positive attitude toward the school LMC and its staff.

In all circumstances the school librarian must always strive to establish good and close working relationship with the headmaster. Even where the headmaster has an indifferent attitude towards the school library the librarian must strive to win his support.

For the same reasons outlined above and for disciplinary reasons the school librarian should develop an effective working relationship with the deputy headmaster. In schools without a deputy headmaster this relationship should be developed with the senior member of staff acting as the headmaster's right-hand man.
The need for cooperation between classroom teachers and school librarians cannot be overemphasized. The teachers' role in integrating the school library into the educational programme lies in their cooperation with school librarians. The school librarian being an educator it is necessary that he and teachers cooperate in such areas as planning how certain topics can be taught with the aid of resources in the school library. And also the librarian's involvement in team teaching. Already in some countries the school librarians' educational qualifications are helping to bring about that cooperation as Clarke points out:

It is that special quality [education] which has recently led to the introduction of team approaches where, increasingly, teachers and librarians are to be found working in close and creative cooperation across the whole area of library resources and their use in education.  

To some extent the quotation above unveils the fact that the school library has not been in the centre of the educational programme because of lack of cooperation between teachers and librarians. This lack of cooperation mainly resulting from teachers' reluctance to accept school librarians as equal partners in education. More so in schools where librarians without training in teaching were appointed. The situation is gradually changing for the
better. In some countries the day when the school library will finally occupy its deserved central place in the educational programme of the school is not far off. So is that desired cooperation between librarians and teachers. Philips predicts that:

The days of just dropping the children at the resource centre door are hopefully numbered. There is every hope that time will come when the class teacher and the teacher-librarian will always cooperate as equal partners in a learning team, with the resultant benefits of two heads being better than one and a wealth of well utilised materials to bolster the learning process and to motivate the teachers and children.20

The answer for the integration of the school library into the educational programme lies in total cooperation between school librarians on one hand and school administrators and class teachers on the other.

The Library and the Curriculum

Most of the materials to be found in libraries of all institutions of learning are related to the subjects taught in those institutions. School libraries are no exception. It cannot therefore be denied that the school library, like the college or university library, has a major part to play in the curriculum. Moreover it is said that the accept
primary role for the school library is to support the curriculum of the individual school. The school library supports the curriculum by storing and making available materials necessary for the background "research" needed for all the subjects taught in the school.

The curriculum i.e. the course of study in the school or according to Ross all the learning planned and guided by the school is only a part of the whole learning and teaching that goes on in schools. Writing in Orana, Dwyer tries to show that the term "learning and teaching" is a wide one which envelopes the curriculum. However he feels that school library support is primarily there for the latter, the former is secondary, however both should be supported. In his words:

Thus in addition to assisting the formal curriculum, the school library aims to support the wider and hidden curriculum i.e. in educating the student for living. Materials to encourage and sustain the student’s interests and hobbies as well as recreational materials are therefore provided.

It has already been stated that the system of education in the past has been teacher-centred forcing Illich to look at the professional teacher as:

An insensitive controller, dispensing small units of knowledge in a way that maintains the teacher’s own status and responsibility.
Consequently the school library was on the periphery of the school's curriculum. The picture however is changing with the emphasis on resource-based learning which requires the active involvement of the school library in the curriculum. The school library is also involved in the curriculum through one of the school librarian's many tasks of obtaining and making available all of the supplementary materials which pupils need for their classroom work. The school librarian also teaches pupils what the relevant materials are and how to locate and use them. Such duties are absolutely necessary for a curriculum which places emphasis on independent learning.

The successful integration of the school library in the curriculum largely depends on the cooperation between librarians and teachers. The importance of this cooperation has already been shown in the preceding section. As regards the curriculum Vandergrift puts it thus:

As a teacher, media specialists join with other teachers to provide the best possible education and the best possible school for the students they serve. 24

Classroom teachers and school librarians have to work together in designing learning and teaching situations. They also have to plan the curriculum, the contents of the subjects and the teaching methods bearing in mind all the time the central role of the school library.

The task of actively involving the school library
in the curriculum is not an easy one. School librarians will face obstacles here and there in this endeavour as forewarned by Cleaver and Taylor:

This is the ideal, our role as it should be. But this is not a role that can be achieved at a stroke. In our view, the wherewithall for effecting a role transformation of this proportion must be summoned carefully, one planned step at a time.²⁵

That is a timely warning which should keep school librarians alert and help them to avoid expecting too much in a short time. On the whole the involvement of the school library into the curriculum is indispensable. After all "to plead the cause of school libraries supporting instruction is to plead the cause of improving instruction."²⁶

Preparation of Future Information Users

The equipment gained by the student while at school proves to be too inadequate in the battle of life. To face the world successfully, the old knowledge of facts, ideas, and information is no longer sufficient. New ones have to be picked up, new methods have to be adopted, and a new outlook is to be developed, after leaving school. This phenomenon exists in every craft and profession.²⁷

The quotation above helps to underscore the fact
that individuals will have to continue learning even after they have left school whether or not they are in employment. This is necessary given the rapid information growth resulting from research in every field of knowledge.

The single factor that has affected every sector of society is technology. Although in some sectors it has been welcomed, in some areas it has been and continues to be harmful, most especially in the area of employment where it tends to displace human labour. The other factor is that currently the world economy is experiencing a turbulent time. This has, in recent years, led to either some workers being declared redundant so as to keep some companies running or some companies folding up altogether.

The adverse economic situation has, however, not prevented students in different institutions of learning from graduating year after year. Only a handful of them are lucky enough to get jobs. This unfortunate, but not unexpected, situation has led some people like Stonier to prophesy that:

Students of today are likely to undergo two or more careers in their lifetime.28

Most of them may not even work throughout their lifetime unless employing authorities adopt strictly, early retirement policies. And early retirement means an increase in an individual's leisure time. All this calls for learning for life. Schools are therefore faced with the challenge of sending into society persons who are confident enough to
cope with whatever situation they find themselves in. Stonier's advice to schools is:

At the more individual level, we need to teach a whole series of skills on how to survive in this world. Most of these are either not taught at all or relegated to a minor position in the curriculum.29

One of the important skills is information handling. Students need to be taught information skills in schools to enable them enter society as confident information users. The school library being the place where most of the learning and teaching resources are found is therefore the most convenient place where information skills should be taught. Irving defines information skills, she uses the term study skills which may be considered rather limiting by some writers. She says they are the skills "which are associated with the acquisition and use of information in the pursuit of knowledge."30 From this definition it can be observed that the teaching of information skills is necessary if resource-based learning is to be successful. Students should therefore be taught the following skills which, according to Irving, can be used to describe the term study skills i.e. information skills:

Formulating and analysing the range and nature of information to be gathered; identifying and appraising the most likely sources; tracing and finding them; examining, selecting and rejecting what is found; using or interrogating resources; making notes or
otherwise recording any information found; interpreting, analysing synthesizing and evaluating it; presenting and communicating it in an organized way; evaluating personal performance to improve future efficiency.\textsuperscript{31}

Information skills can therefore be taught during the library instruction or library lesson which Ude defines as "instruction given to readers (students) to help them make the best use of a library, particularly a school library."

Library instruction should be taught by the school librarian with the cooperation of the class teachers. This cooperation is essential in the sense that the librarian will have to teach the students the information skills in relation to the projects given to them by their class teachers. Liaison between teachers and the school librarian is essential. This is the only way the library instruction can be effective because students will see the relationship between it and their class work hence see it as part of the curriculum and not something unrelated.

Much has been written in favour of teaching students information skills. This is as a result of the realisation of the importance of lifelong learning in view of the rapid information growth. One such person is Breivik who says the following about library instruction:

Such learning goes a long way toward ensuring that education will not stop once students receive their diplomas. Moreover, most studies show that
50-80 percent of what is learned in courses is forgotten by students within a year, adding impetus to the need to prepare people for lifelong learning.  

It is said that information is power hence the need for schools, through their libraries, to prepare confident future information users. For this reason it is no longer sufficient to describe the school library as serving only the three major tasks of reference, study and recreative reading. The modern school library should do more than that.
REFERENCES

6. M. Allan, P. 13
8. Balson
9. Herring, P. 15
14. Philips, P. 18
15. Ibid, P. 18


6. M. Allan, P. 13


8. Balson

9. Herring, P. 15


14. Philips, P. 18

15. Ibid, P. 18


18. Saunders, P. 36


20. Philips, P. 18


29. Ibid., P. 35


31. Ibid., P. 4

CHAPTER 5

RECOMMENDATIONS FOR THE DEVELOPMENT OF SECONDARY SCHOOL LIBRARIES IN ZAMBIA

Background

In all countries where school libraries are a success such as those examined in chapter 3, the school library occupies a major place in the educational programme. The current philosophy of the school library in those countries places student learning at the centre of all its activities, but this has not always been so. School librarianship in those countries has a long history, passing through various stages of development and making and recovering from one mistake after another at different stages of this development. It has been said by many experts in different fields that developing countries such as Zambia are at an advantage because their paths of development are well lit by the experiences of developed countries. Because of this they should be able to avoid the pitfalls that developed countries found themselves in during their time of development. In the area of school library development, Zambia can take a short cut to this by learning from the past experiences and current trends in the countries presented in chapter 3.

The importance of school libraries as instruments of qualitative school education is being realised throughout the world. It is this realisation which has led educationists like Philips\textsuperscript{1} to conclude that a school without a school
library is not a good school. World bodies like UNESCO have also voiced the need for the establishment of libraries in schools. UNESCO's National Information Systems (NATIS) objective 2; "Stimulation of User Awareness" has the following words on school libraries:

Use of libraries should therefore be a part of instruction offered from the primary school level onwards so that seeking information becomes a normal part of daily life.²

Objective 3 which aims at promoting the reading habit also stresses the need for school libraries.

The aim behind NATIS is the formation of a world information system. Can Zambia therefore form its own NATIS without school libraries? For obvious reasons the answer is No! The common phrase in Zambia among politicians and economists alike is "Zambia is not an island," meaning that most of Zambia's problems are not of her own making but rather caused by the turn of events in other countries. To a great extent this is true. It is however strange that in this Concorde age, when man has walked on the moon and in space, when technology is affecting every sector of society, school librarianship in Zambia still remains an undiscovered island. To suggest that the quality of education in Zambia can improve without the role played by school libraries is quite paradoxical.

Strictly speaking school libraries have a potential for development in Zambia. Politically the country is one of the most stable in Africa, if not in the world. Since independence the government has attached great importance to
education. This commitment has not changed despite the country's recent economic problems caused mainly by the falling copper price on the international market. The development of school libraries should be taken seriously by the two ministries responsible for education in the country. The following recommendations have been made for the development of all aspects of school librarianship in Zambia.

School Library Development: A national plan

The school library system should form an indispensable component of the national information system. For this reason school libraries should be developed as part of the nation's library infrastructure. In Zambia such development should first redress the present lack of coordination and cooperation between school libraries and other types of libraries. There are two causes of this problem. Firstly, each type of library is supported by different organisations. Secondly, there is at present no clear plan for developing a national library infrastructure. With regard to the first point some public libraries are funded by District Councils and others by the Zambia Library Service. At the moment there is no connection in terms of finance and control between the two, despite the fact that both are financed from funds provided by the central government. The former through the Ministry of Decentralization (formerly Local Government) and the latter through the Ministry of
Higher Education.

If Zambian school libraries are to be developed beyond the level of supporting the curriculum so that they become an active part of the information system, then a national policy for school library development should be devised. This should be part of the national policy for library provision. Plans for integrating school libraries into the national library system are needed. This is imperative because:

Without a national plan there can be no overall policy for development, no means of ensuring that the best use is made of human and material resources and no means of balancing needs and resources arriving at a realistic set of priorities in national library provision. If Zambian school libraries are to play their new roles well, it is recommended that qualification requirements and duties for school librarians should form part of the national plan for library development. The plan should also take into consideration the relationship between school libraries and other types of libraries particularly public and academic libraries. School libraries in the countries examined in Chapter 3 developed with the support of public libraries, especially in their initial stages of development. Duplication of certain stock is avoided when there is a relationship between libraries.

The most ideal situation for the development of school libraries in Zambia would have been the assigning of all library provision to one government department. The advantage of such a strategy is that all types of libraries,
including school libraries, can experience uniform development in the national plan for libraries.

However, since such an arrangement is not possible in Zambia it is therefore suggested that a national planning and coordination body should be formed. This body should be made up of representatives from all types of libraries, information agencies, Zambia Library Service, the national archives, Zambia Library Association and industries. It should be based in the Ministry of General Education and Culture and responsible to the Permanent Secretary. The formation of this body should be supported by legislation if its work is to be effective.

On the whole Berkeley's advice on the development of school libraries goes thus:

To be effective, therefore the development of school libraries needs to be planned for as part of national library planning, be supported by government finance and provided for in library legislation or in educational legislation.5

Currently neither proper government finance nor legislation exists for Zambian school libraries. The importance of these two aspects cannot be overestimated. The importance of government financial support to school library development is clearly shown in the section on Australia, and that of legislation in the section on Denmark.

Ministry of Education and Culture

Unlike countries such as Australia, Canada and the USA
where education is a responsibility of the state or province, in Zambia education is a responsibility of the central government through two ministries. The Ministry of General Education and Culture which is responsible for education in primary and secondary schools should strive to make that education qualitative. School libraries should be established in all secondary schools. This requirement should be made compulsory. Furthermore, the ministry should see to it that no new secondary school is allowed to open without a purpose built library. To date there is a strong requirement that every secondary school should have a science laboratory. This requirement should be extended to school libraries. After all the latter are the main tools of qualitative education this is the reason why the international trend is towards the establishment of school libraries.

Adequate government financial support for school libraries should be made available. At present government support is a mockery. If all other departments in every school are well funded by the government why should the school library be the only exception?

Legislation

It was shown in Chapter 3 that the main reason why school libraries are a success in Denmark is because they are backed by legislation. The provision of school library buildings in the UK is also a legislative requirement. It
is therefore important that legislation be passed to support the establishment of a library in every secondary school in Zambia. The present poor state of school libraries and their absence in some schools in Zambia can be attributed to lack of legislation. This legislation must make provision for training of school library staff. Qualified staff and adequate stock make good libraries. The importance of legislation is also acknowledged by UNESCO which states that:

Legislative action should be taken at the earliest possible stage in support of the planning and implementation of the national information system (NATIS). This legislation should cover the conceptual basis of the system, and of its constituent elements including all specialized sub-systems.6

Needless to say, school libraries form a constituent element of NATIS. Legislation must be passed to support their development. In Zambia, as elsewhere, the establishment of such legislation should go beyond the stage of simply providing buildings marked "School Library". If anything this legislation should ensure that the school library becomes part of the educational programme in a bid to improve education.

Standards

The importance of standards cannot be overemphasized. Standards are necessary to ensure better service and to act as a foundation on which to build. As can be seen from the
countries examined in Chapter 3, standards and guidelines are
an essential part of the development of school librarianship
in a country. These standards are usually issued by a well
recognized national or regional body of librarians or educa-
tors or a committee specially established for this purpose as
in Australia in 1971. The Australian "Standards for Secondary
School Libraries" were produced by a committee of "well-qua-
lified and experienced educators and librarians". In coun-
dries such as Australia, Canada and the USA where education is
a responsibility of the state/province two sets of standards
exist, viz; national and state/province. The latter vary from
one state to another because they are based on local require-
ments.

Standards for Zambian school libraries should be for-
mulated with the help of the standards from those countries
where school libraries are well developed by adopting them
to take into account the local circumstances operating in
Zambia. They must then be accepted as an integral part of
the school educational programme. When formulating these
standards the various learning styles and educational func-
tions that the school library is required to serve should
always be borne in mind. This is necessary if school libr-
ary standards in Zambia are to be regarded as:

A means of encouraging the develop-
ment of the best possible environ-
ments for learning and for personal
growth for all users of school media
centres.8

The formulation of school library standards, which
cover every aspect of school librarianship, is therefore an imperative prerequisite to the sound development of school libraries in Zambia.

**Inspectorate**

It is highly recommended that a school library inspectorate be established. This body should be based in the Ministry of General Education and Culture and should be responsible to the Permanent Secretary. Among other duties the inspectorate would ensure that school libraries are well stocked and well staffed and that the established standards and guidelines are followed. Assigning budget categories for school libraries, and establishing certification and training requirements for teachers in charge of school libraries would also be some of its main duties.

When established, the school library inspectorate would visit school libraries throughout the country on a regular basis. This practice is already in existence among subject area inspectors. Provincial Inspectors of Schools should widen their area of operation to cover school libraries. They must ensure that all secondary schools in their areas have libraries and that they are actively integrated into the educational programme.

The establishment, and functions of the School Library Inspectorate should be backed by legislation if it is to be effective.
School Library Stock

It should be emphasized that the Zambian school library should no longer be solely book based. The present international trend is to stock school libraries with a variety of both print and non-print media. Hence if the school library in Zambia is to be seen as a true educational force which strives to satisfy the pupils' learning styles and learning rates then this international practice should be adopted.

Centralised Support Services

The importance and advantages of having centralised support service are acknowledged in Denmark, Australia, Canada, the USA and most of all in the UK. It is therefore important that school library development in Zambia should be aided by centralised support services. If anything this type of support should be taken more seriously in Zambia owing to the present inadequate and unreliable government financial support to school libraries. Whereas in Denmark, Australia, Canada and the USA centralised support is taken as a top-up operation Zambia should adopt the UK's approach. Centralised support should be the backbone for development. Berkeley's advice to countries such as Zambia is that:
The traditional decentralized approach to organizing school libraries, where each school operates the school library out of its own budget, is clearly unsuitable for countries building their resources with very limited funds.9

It is suggested that the Audio-Visual Aids Library, maintained by the Ministry of General Education and Culture should be turned into a Centralised Support Services headquarters for school libraries. Currently this library functions as a central supplier, on loan, of non-book resources to schools.

Under its new role this centralised service would deal with book services as well. Its duties would include the provision of processed materials to school libraries, giving of professional advice to school librarians, and the organising of in-service courses. These duties make it imperative that a person with wide experience and appropriate expertise in school librarianship should be appointed, at the early stages of development. This person will be responsible for the overall running of the institution.

One reason why centralised support is successful in the UK can be found in the fact that this support is provided by Local Government Agencies. Needless to say, the same authorities are responsible for the provision of education in their respective areas. However, despite the fact that in Zambia education is a sole responsibility of the government there should be branches for centralised support services in all the provincial headquarters. There would be
further sub-branches in all the districts. Such an arrangement is necessary bearing in mind the inefficiency of the transport system in the country. The transport situation and the vastness of the country makes it unwise for all the schools in the country to depend on one institution for that type of support.

Training of School Librarians: Institutions

The success of any library in giving service to its clientele depends on two things, these are; adequate stock and adequate qualified staff. Here the concern is with the need for training school librarians in Zambia.

Training for school librarians is needed so that school libraries no longer stand on the periphery of the educational programme. School libraries have an educational role to play and so for them to play this role well the persons in charge of school libraries should be teachers with qualifications in librarianship.

It is strongly recommended that school librarian-ship courses should be started in some of the tertiary institutions in Zambia. It would be appropriate to start such courses in teacher training colleges so that they are offered as part of teacher education. This is one way in which teachers can be made aware of the range of teaching resources in their subject areas and the integration of
the library in their lessons. In the USA and to some extent in Canada school librarianship courses are offered as part of teacher education. In Australia they are offered in colleges of advanced education in close relationship with basic teacher education programmes. In Zambia there are currently three institutions besides the University of Zambia, which train secondary school teachers. There is a fourth institution which, apart from offering many other courses in applied arts and commerce, also produces secondary school teachers of Art and Music. School librarianship courses should be started in all these four institutions.

The two departments of Education, and Library Studies in the School of Education at the University of Zambia should devise courses in school librarianship which can be taken as part of B.A. Ed. degree or M.Ed. degree. This practice is already in existence in some institutions in Canada and the UK. The Department of Library Studies should also start courses in school librarianship at post-graduate diploma level for qualified teachers.

It is quite clear that training school librarians during teacher training would be more cost effective than the duplication which comes about by training teachers first.

Training of School Librarians: Curriculum

Current international trends in the course content for
school librarians concentrates more on the educational side than on the traditional library skills side. This is more evident in Denmark where the traditional library skills are performed by various centralised agencies such as the Danish Library Bureau. In Australia, Canada, USA and UK courses for school librarians are also influenced by the educational role that school libraries are required to play.

The course content for Zambian school librarians should be influenced by the international practices. Zambian school libraries and school librarians are expected to play educational roles similar to those played by their counterparts in other countries. In Zambia the emphasis must be on a uniform curriculum as school librarians like other teachers can be transferred by the government from one school to another throughout the country.

An important element in the activities of school librarians of those countries examined in chapter 3 is the production of resources. This must be included in Zambian curriculum for this has two main advantages. Firstly, it equips teachers with the skills to produce teaching materials that are relevant to the situation at hand. Secondly, it lessens dependence on the school's budget for commercially produced teaching resources.

Apart from the traditional library skills, the following is the recommended curriculum for school librarianship in Zambia:
Administration of the school library;
Selection and analysis of materials;
Children's and/or adolescent literature;
Organisation of learning resources;
Production of learning resources;
Education and Curriculum development;
Cooperative programme planning and teaching;
Relationship of resources to learning;
Practical school experience;
Information skills;
The school library and the community.

Programmes aimed at updating school librarians should evolve around the above courses.

Status of the School Librarian

The teacher with the necessary qualifications, appointed to be in charge of a school library should have similar status and salary to that of the Head of a subject department. Such an approach will attract the right calibre of personnel to the post and so ensure the development of school libraries in Zambia.

As for promotional prospects, the school librarian should have the same career prospects as any other teacher in the school. This is the only way school librarianship can be seen to be as important as any other aspect of the school and command the same respect.
Conclusion

The need for good school libraries is being realised all over the world. They are an educational tool which not only enhance the quality of the educational programme in individual schools but also equip the pupils with information skills for life. It is therefore imperative that the educational authorities in Zambia should think seriously of developing school libraries. The current international trends and their implications for education should be a clear message to the educational authorities in Zambia that school libraries are an important and necessary aspect of every school.

The recommendations identified in this Chapter should be seen as only an introduction to be built upon in order to realise a sound school library system in Zambia. After all to plead the establishment of sound school libraries is to plead the improvement of the quality of education.


3. Ibid., P. 26


5. Ibid., P. 151

6. UNESCO, P. 29


Breivik, Patricia Jenn. Planning the Library Instruction Program. Chicago: ALA, 1982. PP. 1 - 6


"Education at Crossroads." In *Sunday Times of Zambia.* Vol. 8, No. 718, November 20, 1983. PP. 1 and 7


"SLAV Policy on Staffing 1979." In *Australian School Librarian.*
Vol. 16, No. 3, Spring, 1979. PP. 80 - 94


Sørensen, Søren. "Introduction to the Danish Folkeskole (the Danish Primary and Lower Secondary School)." In *Skolebiblioteket.* Summer; June, 1982. PP. 5 - 6


Venter, H. C. A. *The Place of the Library in Education.* Pretoria: HSRC, 1977


