Attaining Best Practices in Nigerian School Libraries through Policy Formulation and Implementation

M. N. Ngwuchukwu
V. W. Dike

ABSTRACT

This is historical survey of school library policy formulation and implementation as they affect best practices in Nigerian education. The aim is to evaluate the progress and pitfalls. It traces school library policy formulation and implementation as factors for attaining best practices in Nigeria from the inception of the National Policy on Education in 1977 to the present. Nigeria's post-independence educational policy advocates an active, learner-centered and resource-based constructivist approach that demands a central role for school libraries as learning and resource centers. However, putting policy into practice has proved difficult in the almost 40 years that have followed. Since 1977, implementation has been attempted through a number of initiatives aimed at developing school libraries as a way of realizing the NPE vision. This study reveals that the policy implementation begins with the efforts of the Nigerian School Library Association that works with government in implementing NPE provisions on school libraries and the successful advocacy of school libraries by the Anambra State School Libraries Association and Bendel State Library Board at State level during the 1970s and 1980s. It continues by reviewing federal government programmes to improve primary education and school libraries through the National Primary Education Commission in 1989-1991 and the Universal Basic Education Commission from 1999 onwards. Policies concerned include those on provision of material resources and funding; those related to human resources, their training and position; and policies enabling use of school libraries as "the heart" of any education system.

Keywords: School library, professional associations, public library, educational policy.

INTRODUCTION

Policy has two crucial aspects - formulation and implementation. The first requirement is the formulation of sound policy. This achieves little unless such policy is implemented.

M. N. Ngwuchukwu, Ph.D, is a Lecturer, while **V. W. Dike** is a Professor in the Department of Library and Information Science, University of Nigeria, Nsukka, Enugu State, Nigeria. E-mail: margretnngwuchukwum@gmail.com.

And putting policy into practice has proved to be difficult in all areas of life, including education in Nigeria. Indeed, for this reason, putting policy into practice has become a major research focus in recent years. This work will trace sound and faulty policies relating to Nigerian school library development from the formulation of the National Policy on Education in 1977 to the present, and review the ways or extent to which these policies have been implemented in support of best practices. However, let us begin by placing Nigerian school libraries in a context, focusing on factors that have aided or hindered best practices.

School libraries are the youngest of the major types of libraries, their widespread development dated only to the twentieth century. While there were significant bursts of activity in the 1920s, school libraries are largely post-World War II phenomenon (Lowrie and Nagakura, 1991). There are reasons the period was auspicious for school libraries. The decades of the 1950s, 1960s, 1970s, and much of the 1980s were a period of relative economic prosperity throughout the world. Moreover, the school population was expanding rapidly, with increasing birth rates and emphasis on universal education as a prerequisite for national development. Newly independent countries like Nigeria in particular saw the need to reformulate policies to suit their requirements as independent nations. It was also a period of ferment in educational philosophy, with reforms leading to what is usually called modern education (education that is learner-centered, resource-based and self-directed) (Dike, 1993). Such ideas brought the school library as the media or resources center to the very heart of the educational enterprise and turned it into the school's central learning laboratory.

As a result, governments in many countries developed new statements of educational policy reflecting these reforms as well as the new understanding of the role of school libraries. To support the new vision of education, they also took steps to establish and develop libraries at both primary and secondary school levels (Ngwuchukwu, 2013). These policies were often implemented through massive funding, collection building, or training of school library personnel. However, most enduring in effect was legislation mandating school library standards, as well as curricula reflecting the new philosophy and the establishment of institutional structures in support of school libraries at regional or national levels (Lowrie and Nagakura, 1991). When hard times came towards the end of the century, school libraries fared better in countries where they had been firmly institutionalized and embedded in legislation.

Government cannot work alone. While government intervention is usually required for comprehensive and systematic school library development, other agencies have played important roles in implementing policy, independently or in partnership with government. In many countries these include professional associations, which

often lobby government on behalf of school libraries, play a significant role in raising library awareness, and mobilize school libraries at the grassroots. Examples of lobbying government to see to the need for libraries are the Anambra State School Library ASSLA, Imo State School Library Association, and the Nigerian School Library Association (NSLA) which lobby government to grant their request on library development. Such requests are the establishment of the post of teacher librarians, payment of library fees, sponsorship of teacher librarians to workshops and conferences. Another important agency is the public library. With larger, more established libraries and a corps of professional staff, public libraries have typically provided advisory services to school libraries, training of their personnel, and assistance with collection building (Dike, 1997; Lowrie and Nagakura, 1991). These factors of policy formulation and implementation, trends in progress and regression, and agencies partnering to implement policies have featured in Nigeria as well as other countries. Examples from the period 1977 onward will be considered.

National Policy on Education and Nigerian School Library Association

The National Policy on Education, developed first in 1977 is still in use after several revisions and expresses the tenets of educational reform. The Policy envisions education as a constructivist philosophy, lifelong, individualized, learner-centered, functional, relevant, self-directed, and emphasizing modern educational techniques (FRN, 2004). The Policy also recognizes the role of school libraries, where it asserts that they are "at the heart of the education enterprise" and "one of the most important educational services" (FRN, 2004). Consequent to this, the section on Educational Services went on to state that "proprietors of schools shall also provide functional libraries in all their educational institutions in accordance with the established standards. They shall also provide for training of librarians and library assistants for this service" (FRN, 2004). Unfortunately, school library development, while acknowledged as important, was not backed up with any mandate for provision or implementation that would give "teeth" to these strong aspirations. While the FRN (1981) was an important step in affirming school libraries, implementation has lagged far behind. The Policy is still in effect and school libraries are still struggling. The shortcoming did not go unnoticed. Coincidentally, the same year, 1977, saw the founding of the Nigerian School Library Association (NSLA), established as a national professional body capable of advocating for school libraries with the federal government, the level where educational policy is formulated (Obi, 2002). Among NSLA's first actions were developing guidelines for legislation on school libraries/media resource centres, submitted to government for consideration

in 1978, and participation in national workshops on implementation of the National Policy on Education in 1979 (Ogunsheye, 1998; Elaturoti, 1998). Aside from implementation of school library provisions in the NPE, the NSLA placed emphasis on human resources. The Association's first conference, held in Benin in 1978, took as its theme: School Library and the National Policy on Education in Nigeria, with special attention to the problems of provision and training of school librarians (Elaturoti, 1998). Resolutions passed at the end of the conference addressed the major challenges facing school libraries even today: legislation, personnel, funding and material resources (Ogunsheye, 1998). The NSLA has continued to press for effective policies on these issues even to the present day.

Leadership from the Anambra State School Libraries Association

Aside from the national efforts of the NSLA, the period from 1977-1991 saw encouraging strategies for developing school libraries implemented at State level (Elaturoti, 1998). Eastern Nigeria had been a leader in school library development since the creation of the Eastern Nigeria School Libraries Association, a section of the Nigerian Library Association (NLA) in 1963 (Obi, 1998). From 1977 to 1991, its successor, the Anambra State School Libraries Association (ASSLA), played a major role in raising library awareness, advocating for school libraries, and mobilizing teacher-librarians at the grassroots level (Ngwuchukwu, 2013). While this professional association took the lead, it worked in close cooperation, in partnership with State School Boards/Ministries of Education and the Public library board. It also enjoyed the support of agencies such as British Council and higher educational institutions like the University of Nigeria (Okezie, 2006). Among its accomplishments in the major areas of school library development were the following proposals adopted by the State government:

Legislation: Anambra State School Library Association proposed Minimum Standards which the State government adopted as guidelines (Anambra State School Libraries Bulletin, 1977). While implementation was left up to schools, these provided a useful guide, which was also used for assessment during the Best School Library Competition organized in 1986 and 1987 by the Anambra State Library Board in partnership with the ASSLA and State Ministry of Education (ASSLB, 1987).

Appointment of a School library supervisor: This advocate of school libraries within the Ministry of Education visited school libraries on supervision, raised library awareness with government and the public, and promoted government adoption of measures supporting school libraries (Okechi, 1977; Katchy, 1987).

Training: In 1982 the ASSLA successfully lobbied the State government to introduce library studies as a specialization in all colleges of education in Anambra State (Muogilim, 1983). These produced many qualified teacher-librarians who served capably in primary and secondary schools. However, the programme was abolished in 1991 on the grounds that library is not a subject taught in schools.

School library personnel: This was an area of limited success. The ASSLA never succeeded in getting the position of teacher-librarian declared a duty post with extra allowance (even though librarians are named among the specialist teachers in the NPE, p. 15) or in gaining a full-time position for school/teacher librarians. However, government did approve the appointment of teacher-librarians graduating from colleges of education, provided they would also teach a school subject; and at times sent library assistants to serve in schools (Ngwuchukwu, 2013).

Funding: The State government accepted the ASSLA proposal of imposition of a library fee for all students in primary and secondary schools. This was used at times with limited success for running school libraries and funding collection development (Obi, 1998).

Collection development: For a period, the state government sent library fees to the state library board's book depot for purchase of library books by schools. In addition, government periodically gave book grants or sent library materials directly to schools (Ekweozoh, 1985).

Accommodation: The government contribution here was limited to highly committed officers mobilizing school or PTA support to build or furnish school libraries. For instance, local government school officials in Onitsha, specifically C. Agunwa and Henry Nwokedi, spurred a number of primary schools to develop libraries between 1978 and 1981 (Nwokedi, 1981). Officers from the Library Board often played a similar role, as in Abakaliki in the early 1990s. From this, it can be seen that partnership between the ASSLA as a professional association and two arms of State government— the educational authorities and public library - between 1977 and 1991 resulted in policies supportive of school libraries, as well as limited implementation of such policies for a time. The successful partnership for school library development ended with the creation of States in 1991, which led to the demise of the Association and disruption in its government partners, the State educational agencies and public library (Ngwuchukwu, 2013). Another factor was the unfavourable economic situation of the late 1980s and 1990s, which brought decline to all social services, including schools and libraries.

Leadership from a Public Library – Bendel State Library Board

The Bendel State Library Board was another outstanding example of leadership in developing school libraries in the late 1970s and early 1980s. Its most notable contribution was the Bendel Book Depot (Onyeonwu, 1977), which grew out of dissatisfaction with the state of school library development in spite of the collection of library fees. Advantage was seen in a centralized purchasing agency utilizing the bibliographic tools, professional expertise, and economies of scale available through the public library. Selection remained in the hands of the schools, since teacher-librarians were able to visit the Depot's large showroom in Benin and local branches to inspect books and select the relevant titles. The economic downturn of the late 1980s adversely affected both the Bendel Book Depot and its less successful imitators in other States, such as Anambra and Imo. However, besides positively impacting school library collection development in the late 1970s and early 1980s, it has left a useful model for developing school libraries through networking and partnership with public libraries.

The Library Board also initiated establishment of model libraries in selected schools throughout the State (Ene, 1979). These both served as spurs to development and provided resources to neighbouring schools. This was supplemented by visits to schools to increase library awareness and advise them on the requirements of a good school library. These initiatives were so successful that management of school libraries was handed over to the Bendel State Library Board (Ene, 1979). This progress was disrupted by a change in policy, the decision of a new State government administration to abolish library fees (because education was to be free) as well as breakup of the system following States creation in 1991. The economic hard times and consequent government policy that public libraries should be self-supporting also had devastating effects both on public libraries and the school libraries they had been assisting.

Leadership from the National Primary Education Commission (NPEC)

The first major federal government initiative was the National Primary Education Commission (NPEC), established in 1989 to take charge of primary education nationwide and improve the deplorable state of education at that foundation level. The Commission showed interest in primary school library development, improving the physical infrastructure in the schools, adding more qualified teachers and providing training workshops for library services in schools on a zonal basis throughout the federation. Elaturoti (2002) reports among many others that the commission accepted and sponsored the Abadina Media Resource Centre's proposal for a national teacher librarian workshop for primary school teachers that would run the libraries set in the

schools. The disbanding of the commission in 1991 led to discontinuation of federal government efforts and general disruption in primary school education and the end of school library development until 1999 when the government launched the Universal Basic Education (UBE) programme (Okezie, 2006). UBE took over the functions of NPEC and renewed many of the services of NPEC relating to school libraries (Okezie, 2006).

Universal Basic Education Commission (UBEC)

The Universal Basic Education Commission (UBEC) and its arms at state level, the State Universal Basic Education Boards (SUBEC), have been at the forefront of primary school library development since 2000. Universal Basic Education was set up in 1999 as part of Nigeria's ratification of Millennium Development Goals (MDGs) and Education for All (EFA). UNO article 46 on the Universal Declaration calls for resource-based learning, thereby focusing attention to the need for school libraries as resource centers. In a bid to fast track school library development, the Universal Basic Education Commission works indifferent aspects, which include: awareness and advocacy, attraction of funds through collaborations with other agencies, collection development, personnel development, and services. They have collaborated with international agencies such as the World Bank, UNESCO and UNICEF, and national agencies such as the former Education Trust Fund (ETF) in developing primary school libraries.

METHOD

The study adopted historical survey design. This is because the study intended to find out past efforts geared towards the development of primary school libraries in the South East States of Nigeria comprising Abia, Anambra, Ebonyi, Enugu and Imo. The targeted population for this study comprises all the agencies involved in the development of primary school libraries from 1980-2010. Fifteen agencies were identified to involve in Primary School Library Development in the study area between 1980 and 2010. The agencies are classified into government (4), Public libraries (library boards) (5) and professional associations (6). The sample size for this study consists of twenty people. These people have worked or are still working in the fifteen agencies identified as having played a part in the development of primary school libraries in the five States of South East Nigeria. Purposive sampling technique was used for getting the number of respondents that made up the sample size for this study. This criterion determined only those who participated in primary school library development from 1980-2010 in the agencies under study would have the required information.

The instruments employed for data collection include structured interview, telephone interview with key players in the agencies involved in primary school library development and document analysis schedule. The interview schedule was a twenty-one item instrument. The interview was held with individuals who have worked or still working in the agencies identified as having played a major role in Primary school library development. These people must have held strategic positions in the agencies so as to give accurate and detailed information on the issue. They include government functionaries in charge of school libraries in government agencies, key officers in professional associations and nongovernmental organizations. The document analysis schedule was organized in such a way that the researchers perusal of the agencies document will be in line with the purpose. The intention was to find out from the agencies document, their activities, programmes and projects embarked in the development of primary school libraries through Policy Formulation and Implementation. In addition to that, areas of collaborations were also identified with this guide. The document analysis guide helped the researcher into finding out information that one cannot get from interview.

The interview schedule and document analysis schedule were face validated by four experts in measurement and evaluation in Faculty of Education and the Department of Library and Information Science at the University of Nigeria, Nsukka. The validators were asked to look at the appropriateness of the wordings of the instruments, coverage and other issues as they deemed it fit for a study of this nature and to make their suggestions. Documents were subjected to external and internal criticism. This was to make sure that the documents were genuine and the information found were correct and valuable. The observations and suggestions of the validators were used to produce the final drafts of the instruments. Data were presented using the thematic order of reporting. The purpose provided the themes for the content analysis of the data collected. This is because no issue will be left behind as the themes on the development that took place during those periods will be given good treatment.

RESULTS AND DISCUSSION

Awareness: The Universal Basic Education Commission embarked on different activities so as to raise awareness on the need for library development. However, according to personal communications (2012), this had not gone a long way in improving the situations of school libraries in the country, though it did facilitate getting ETF library intervention fund to SUBEBS. It has fought for the inclusion of SUBEB librarians in instructional materials committees. Also, through the efforts of librarians in UBEC, 7th of August has been declared National Library Day.

Partnerships: UBEC has attracted World Bank and other agencies to library development over the years. An example is the World Bank loan in the year 2000. Through this project, books were selected with the assistance of librarians as consultants and resource persons for purchase by 1110 focus primary schools. In addition to this, a zonal school library resource center was developed in the 774 local governments existing at that time. This was done to give primary schools better access to effective school library services.

Training and collection development: Training of teacher librarians to man libraries has also been a major priority for the Commission. It was noted that twenty SUBEBs that met the pre-qualification standards set by UBEC were supported with 2 million naira each to develop their libraries (personal communications, 2012). The Federal Ministry of Education Library Project complemented this intervention in 2003 by providing them with library books. Subsequently, UBE in 2002 and 2003 also organized workshops for teachers.

Self-help project: Embarked on from 2000 – 2004, this was geared towards empowering communities to develop schools. One million naira was given for such project, with 10 percent was to be provided by the community while 90 percent was given by the government. The communities had to identify the areas of need, which could be building of school library blocks, among others. The vision was to be world class education intervention and regulatory agency for the promotion of uniform qualitative and functional basic education in Nigeria.

Reading promotion: The poor reading ability observed in pupils and some teachers was attributed to scarcity of books and libraries in schools. UBEC believed that the provision and development of functional school libraries would reduce this historical shortage of reading materials, as libraries will provide variety of reading materials that would support learning. In the South East States, libraries have introduced programs like reading competitions in developing the art of reading among the pupils (E. Anamaleze, former Anambra SUBEB librarian and C. Okeke, Enugu SUBEB librarian, Aug.-Sept. 2011).

What then can we conclude from this brief historical survey of school library policy formulation and implementation as it affects best practices in Nigerian education? What works in developing school libraries? This will be considered from three angles: basic policy, policy and politics, and personnel policy.

Basic policy issues

Nigerian educational policy as articulated in the NPE, with its constructivist philosophy

and learner-centered approach, provides a sound basis for school library development. The NPE also specifically recognizes the central role of libraries by placing them at the heart of the education enterprise. However, these lofty sentiments remain aspirational. There is no provision for implementation, no mandating of school libraries, and as a result implementation has faltered in the years since the Policy was formulated. While shortcomings in policy implementation are not unique to school libraries, their neglect removes a basic condition for the learner-centered approaches required for lifelong education. School library advocates recommend legislation as a better way of promoting implementation, as has been accomplished in a number of countries. Moreover, there have been subtle and not always advantageous alterations in various editions of the Policy. For instance, the 2004 edition replaced the all-embracing 1981 concept of learning resources in all their variety with a narrow and exclusive focus on ICT, thus undercutting the recognition that quality education requires varied media resources, as found in a well-equipped school library, to provide fuller knowledge and meet varied educational needs and learning situations.

Policy trumped by politics

Political considerations have led sudden reversals in policy that were detrimental to school library development and often to education in general. A case in point is the disbanding of the National Primary Education Commission to satisfy the demands of local governments, just at the point it was instituting successful programs for library development. While it was revived at UBEC a few years later, hopes had been dashed and primary school education and libraries were several steps behind where they left off. Generally, history has shown national leadership to be more beneficial to school libraries than devolving most authority to the local level.

States creation, whatever its political advantages may be, has been carried out in a way that was detrimental to school and public library development. This was particularly the case with the 1991 exercise, which broke up the very successful Bendel State Library network of support for school libraries and led to the demise of the dynamic Anambra State School Libraries Association, as well as State chapters of the Nigerian School Library Association. In most cases nothing comparable has replaced the lost institutional structures.

Funding of school libraries has also suffered from policy changes resulting from political considerations. While not ideal, the only regular source of school library funding yet devised has been library fees and other levies. Yet at the height of success, library fees were abolished in Bendel State because the new administration had campaigned that education was free. More recently, all levies were banned in Enugu

State for similar reasons, bringing community and PTA efforts to develop school libraries, or even repair broken roofs, to a halt. The only alternative seen is government grants, usually occasional, one-time gifts to a few favoured schools; nothing that could allow for planned and widespread development.

For libraries to develop their collections, there has to be a regular budget as well as facilities to allow for high quality and cost effective selection, such might be offered by book depots or other centralized networks. In terms of accommodation, libraries were included and later removed from the primary school blueprint. Any approved school plan needs to have a sizable and convenient space for the library. School libraries also offer opportunities for public-private partnerships with the community; such initiatives should be encouraged since "education for all is the responsibility of all."

Policy on school library personnel

There are two aspects to the issue of school library personnel. These are training and position. Both have been problematic, possibly because of the dual professional demands placed on school librarians. To manage library resources and services effectively, school librarians require full library professional competence acquired through a degree, certificate or diploma program, not merely a single course or quickie in-service orientation. However, to fully realize the teaching role of the school librarian and work as an accepted member of the teaching team, they also need thorough grounding in education.

There have been programs in Nigeria that combine these two elements, for instance the NCE programs of the 1980s, B.Ed programs such as are offered at Nnamdi Azikiwe University, and more recently, the higher degree and diploma programs developed at the University of Ibadan's Abadina Media Resource Centre (Elaturoti, 2002). Unfortunately, certain policy decisions, like the abolition of NCE programmes for training teacher-librarians and denial of study leave for teachers to study library and information science, have been detrimental to the development of school libraries. Yet, these courses of study have been seen to produce well qualified personnel who could ably develop school library services if given the opportunity. This brings us to the second dimension of the problem, position which bothers on placement and progression for school librarians. Higher institutions may produce qualified school librarians, but there are no positions to fill.

So far, most States, and therefore public schools, have been very reluctant to provide a full-time position for school librarians. They are either not employed or are used as classroom teachers. In primary schools, any teacher posted to the library is

usually at the discretion of a library-conscious head teacher, and as happened recently in Enugu State, this can be reversed by the authorities at any time. Where school librarians are employed, lack of progression on a career ladder soon frustrates them out of the service, as happened in Unity Schools in the 1990s and is happening to graduates of the Abadina programs today. Yet it is the knowledgeable person who brings to library and its resources to life, who guides students in learning to learn, and makes the library user-friendly. Increasingly private schools are employing full-time and qualified school librarians; why should children in public schools miss out! Policy must provide both for school libraries and school librarians if the objectives of Nigerian education are to be realized and quality education achieved.

REFERENCES

Anambra State School Libraries Association (1977). Minimum standards for school libraries. *Anambra State School Libraries Bulletin (ASSLB)*, 6 (3/4).

Anambra State School Libraries Association (1987). Best school library competition zonal reports, 1986. *ASSLB*, 14 (1).

Dike, V. W. (1997). Issues in school librarianship in the developing countries. Keynote address in *Proceedings of the IFLA pre-session seminar on school libraries, Caldes de Monbui (Barcelona), Spain, August 16-20, 1993*, 1-13. IFLA.

Dike, V. W. (1993). School libraries/media centres. In: Robert Wedgeworth (ed) *World encyclopedia of library and information services* 743-753 (3rd ed). Chicago: American Library Association.

Ekweozoh, C. N. (1985). The role of book depots in school libraries development. *ASSLB*, 12 (1/2), 1-3.

Elaturoti, D. F. (1998). Nigerian School Library Association at 21. In: D. F. Elaturoti (ed). *Nigerian school librarianship: Yesterday, today and tomorrow.* Ibadan: NSLA, 17-30.

Elaturoti, D. F. (2002). Abadina Media Resource Centre: Contributions to school library development in Nigeria 1974-1998. *Nigeria school librarianship: Yesterday, Today and Tomorrow.* Ibadan: Nigerian School Library Association. 219-228.

Ene, N. (1979). The emergence of a total school library service: The Bendel State experience. *Bendel Library Journal*, 2 (1), 29-37.

Federal Republic of Nigeria (2004). *National Policy on Education*. (4th ed). Lagos: NERDC.

Federal Republic of Nigeria (1981). *National Policy on Education* (Rev. ed.) Lagos: Government Press.

Katchy, V. C. (1987). Prospects of the Anambra State school libraries. *ASSLB* 14 (1), 1-6.

Lowrie, J. and **Nagakura, M. (eds).** (1991). *School libraries: International developments* (2nd ed). Metuchen, NJ: Scarecrow Press.

Muogilim, E.S. (1983). Education for school librarianship in Nigeria. *ASSLB* 11 (2), 1-13.

Ngwuchukwu, M. N. (2013). Involvement of government and non-governmental agencies in the development of primary school libraries in Southeast of Nigeria, 1980-2010. Unpublished Ph.D. thesis of the Department of Library and Information Science, University of Nigeria, Nsukka.

Nwokedi, H. (1981). Onitsha primary school library development. *ASSLB* 10 (1).

Obi, D. S. (1998). The Eastern Nigeria School Libraries Association and is successors. In Nigerian school librarianship: Yesterday today and tomorrow. Ibadan: NSLA, 31-46.

Obi, D. S. (2002). The Eastern Nigerian School Libraries Association and its successors. The East Central State school libraries Association, the Anambra-Imo states school libraries Association and the Anambra State School Libraries Association (ASSLA). In Nigeria school Libraries, Yesterday, today and tomorrow. Ibadan: Nigeria school library Association, 31-46.

Ogunsheye, F. A. (1998). Reminiscences on school library development. Nigerian school librarianship: Yesterday today and tomorrow. Ibadan: NSLA, 3-16.

Okechi, J. C. O. (1977). Synoptic survey of post primary school libraries in Anambra State. ASSLB, 6 (3/4), 30-37.

Okezie, C. (2006). Emerging trends in the development of school libraries in Nigeria. African Journal of Education and Information Management, 8 (2), 12-21.

Onyeonwu, W. (1977). Book depots and school libraries. *International Association of School Librarianship annual conference proceedings.* Ibadan, Nigeria: IASL, 120-126.