

Copyright of works published in *School Libraries Worldwide* is jointly held by the author(s) and by the International Association of School Librarianship (IASL). The author(s) retain copyright of their works, but give permission to IASL to reprint their works in collections or other such documents published by or on behalf of IASL. Author(s) who give permission for their works to be reprinted elsewhere should inform the editor of *School Libraries Worldwide* and should ensure that the following statement appears with the article: Reprinted with permission, from *School Libraries Worldwide*, <issue volume, number, date, pages>.

Community Junior Secondary School Libraries in Botswana

Andrew J.B. Metzger

*Department of Library and Information Studies,
the University of Botswana, Botswana*

A school library program needs to have certain basic elements if it is to function effectively. These elements are: the facility to house the information sources or instructional materials; a wide range of information sources to support the school's education program; adequate furniture and equipment for the use of the information sources; adequate finance to support the operations and services of the library; and adequate staffing to permit the facilities and information sources to be used to the maximum degree of effectiveness. This article presents a summary of the major findings and recommendations of a study of the library facilities in community junior secondary schools (CJSS) in Botswana.

Background Information

The concept of school libraries in Botswana started during the early 1960s, when the subject began to receive special attention. But it was during the 1970s that actual development began as a result of government development projects. The history of school libraries in Botswana is, therefore, relatively brief and recent; but within a short time most community junior secondary schools (CJSS) in the country received library buildings, staff, and information sources.

By 1963, there were only 10 secondary schools with libraries in Botswana. In the true sense, some of these were not really school libraries. They were mere collections of books, maps, reprographic equipment, and other essential supportive teaching and learning resources (Balesang, 1989). The development of school libraries in Botswana from 1960 to the present day can be attributed to the contributions made by the Government of Botswana, some foreign organizations, and the Botswana National Library Service (BNLS). Since 1962, the British Council, the Ranfurly Book Scheme, the Berkshire County Council, the English-Speaking Union, and the Overseas Development Agency have assisted in the development of school libraries in Botswana through their contributions. These organizations provided funds, library books, and equipment (Phehane, 1968; Bakwena, 1982; Balesang, 1989) to encourage the building up of adequate libraries for teachers and pupils, particularly those in higher secondary classes (Phehane, 1968).

The Bechuanaland Protectorate Development Plan 1963/1968 (1963) mentioned the inadequacy or the total lack of libraries in secondary schools and stated that provision would be made for adequate libraries. Immediately

after independence, the government took over all secondary schools. The Ministry of Education and BNLS made arrangements for the BNLS to take control of all education libraries, particularly secondary school libraries and teacher training college libraries. The BNLS provided the staff, and the Ministry of Education provided the book stock (Balesang, 1989).

In the 1970s, secondary school libraries were still at a developing stage, and library facilities varied considerably. A survey carried out in 1972 indicated that most of the secondary schools that responded had between 2,000 and 3,000 volumes. The recurrent budget allocated by the Ministry of Education was P3 (3 Pula) per pupil (Raseroka, 1980).

So far, there was no provision for full-time school librarians in most secondary schools. A teacher, assigned responsibility for the school library, was given a lighter teaching load to provide time to spend on library work. Student library assistants usually performed simple routine tasks. It was planned that BNLS would eventually provide staff to secondary school libraries (Raseroka, 1980). Since its inception in 1968, BNLS had regarded the development of secondary school libraries to be of utmost importance, but lack of staff hampered its work. Nevertheless, it was able to distribute gifts of books to schools.

In May 1969, BNLS, in collaboration with the University of Botswana, Lesotho, and Swaziland, organized the first training course for school librarians. It was a four-day course that proved popular and was successful (Parker, 1969). A second training course that lasted for two days was held in 1970. This was organized by the BNLS, the British Council, and the University of Botswana, Lesotho, and Swaziland (Dale, 1971). Stiles (1972) reported that the response to this course was disappointing because of a clash of events. In 1972, a third training course was held for school librarians. Students were involved in this course in the hope that some of them would provide the continuity that was lacking among the teachers—most of the teachers were on relatively short-term contracts. This course was run in collaboration with the University of Botswana, Lesotho, and Swaziland (Stiles, 1973).

In 1977, the National Commission on Education observed that library facilities available to secondary school pupils varied considerably from schools with no libraries to schools with well-stocked and efficiently organized libraries. There was, it stated, inadequate provision for full-time school librarians. The Commission recommended that school libraries should be developed. As a prelude to the provision of trained staff in all secondary school libraries, it was recommended that the Ministry of Education should encourage head teachers to appoint teachers to run the libraries and pupils as library assistants and that a Library Adviser should also be appointed in the School Inspectorate to supervise the activities of the school libraries (Government of Botswana, 1977).

The first four community junior secondary schools (CJSS) were established in 1968, but there was no provision for libraries. It was not until the mid-1980s that the Ministry of Education began undertaking the provision of libraries in CJSSs. At that point, each new CJSS was equipped with a library building, and existing CJSSs were upgraded to include a library building (Stoneham, 1996).

This new development of libraries in CJSSs necessitated the training of teacher-librarians. In 1988, the Department of Library and Information Studies, University of Botswana, launched the Certificate in School Library Studies for teacher-librarians. This was the result of the Lonsdale Report (1986) that recommended a national training program for teacher-librarians in CJSSs. So far, the University has trained 161 teacher-librarians. At present, there are 26 teacher-librarians in training at the University; 18 are expected to qualify in August 2000 and 8 in August 2001.

By 1991, there were 161 CJSSs. It was necessary for the libraries in these schools to be adequately stocked with materials to support classroom teaching. The World Bank provided books for each of the 71 CJSSs that were established between 1968 and 1988; the African Development Bank provided books and equipment for each of the 65 CJSSs that were established in 1989 and 1990; the Botswana government provided books and library equipment for each of the 25 CJSSs established in 1991.

In 1993, the National Commission on Education observed that secondary school libraries were not adequately served and that students tended to depend on the teacher and the textbook for learning. Inadequate coordination and servicing of secondary school libraries resulted in wastage of funds either because books were bought unwisely or not bought at all. Books were often lost because of inadequate supervision. There was, however, need for each secondary school to have an effective library, adequately stocked and staffed. The Commission recommended that the organization and role of libraries should be re-examined in order to improve the management of school libraries. It also recommended that the training and provision of librarians should be intensified in order to provide a teacher-librarian with a minimum Certificate in School Library Studies qualification in each of the CJSSs (Government of Botswana, 1993). These recommendations were endorsed in the Revised National Policy on Education, and an addition was made: that the status and responsibilities of the CJSS teacher-librarians should be clarified as a matter of urgency (Government of Botswana, 1994).

The Botswana government is still the main source of finance for all CJSS libraries. The amount allocated annually by the Ministry of Education per student has been increased from P3.00 to P8.00 in 1990, P20.00 in 1996, and it is now P30.00 in the year 2000. The Education Libraries Division of the BNLS continues to offer professional services to CJSS libraries. For example, it offers advice on setting up CJSS libraries, stock selection, and library equipment. As a provider of on-the-job training to library personnel, it organizes

short courses as and when the need arises, as well as workshops and seminars. BNLS also receives quarterly reports from those in charge of the CJSS libraries and acts as a channel between people who are willing to donate books and the CJSS (Baffour-Awuah, n.d.).

In spite of all the contributions made by the Government of Botswana, the BNLS, and foreign organizations toward the development of CJSS libraries, the National Commission on Education 1993 observed that secondary school libraries, including CJSS libraries, were not adequately served.

The Study

Purpose and Objectives

The purpose of the study was to examine the library facilities available in selected CJSSs to determine whether those facilities were adequate for the libraries to function effectively in an educational environment and to make recommendations for their improvements. The following four objectives defined the study:

1. To assess the quality/ strengths, and weaknesses of the CJSS libraries;
2. To determine the facilities necessary for an effective and efficient service;
3. To provide quantitative and qualitative data for planning purposes; and
4. To make recommendations for the improvement of the libraries.

Research Questions

The principal research questions raised by this study related to the provision of facilities in the CJSS libraries were as follows:

1. Are there suitable facilities to house the library collections and adequate spaces for the operation of the library services?
2. Is there a wide range of information sources to support the schools' education program?
3. Are the information sources organized in a manner that will allow easy access by users?
4. Are there adequate furniture and equipment for the use of the information sources?
5. Is there adequate finance to support the operations and services of the libraries?
6. Is there adequate staffing provision to permit the facilities and information sources to be used to the maximum degree of effectiveness?
7. Are the libraries open at a time convenient for the users?
8. What services do the libraries offer?

Between November 1995 and March 1997,¹ carried out a study with these objectives and questions to assess the library facilities in 63 CJSSs. The school libraries studied were those in the schools from which the teacher-librarians in-training were selected for training at the University of Botswana. The study was actually done during the Practical Placement periods between November 1995 and March 1997. Out of the 202 CJSS libraries in existence in

1997, 63 CJSS libraries were studied, that is, 31.2% of the CJSS libraries. The sample included libraries in schools that were established between 1968 and 1994.

This study was limited to the facilities available in CJSS libraries; this study did not cover the evaluation and uses of the information sources.

Data Collection

In carrying out the study, the main research instrument used was a questionnaire. This method was chosen because the questionnaire is a flexible and cost-effective data collection tool. Distribution and collection of the completed questionnaires was made easy because the respondents were all students at the University of Botswana, and I was their course tutor. The response was therefore 100%.

The questionnaire used consisted mainly of closed-ended questions that allowed the respondents to select answers provided for them. The closed ended questions provided greater uniformity of responses and enabled the data collected to be easily coded and processed. The data sought from the questionnaire were: a brief account of the school; details about the library building; the type of information sources, equipment, and furniture available in the libraries; the organization of the library and the information sources; finance; staffing; the type of services offered; and the problems faced by teacher-librarians in running CJSS libraries.

I paid visits to most of the schools to inspect the work being done in the libraries by the teacher-librarians-in-training during their practical placement periods. This gave me the opportunity to cross-check the data recorded in questionnaires distributed to the participants. At the end of the Practical Placement periods, each teacher-librarian-in-training compiled a Practical Placement Report outlining the state of the library before the practical placement, work done in the library, and problems encountered in running the library. I read these reports to obtain more information to complement the information obtained from the completed questionnaires.

Data Analysis

The completed questionnaires were coded and the data entered into a computer. The Statistical Package for Social Sciences (SPSS) was used to analyze the data using simple descriptive statistics for frequency and percentage tables.

Findings of the Study

Accommodation

The research question asked about library accommodation was: Are there suitable facilities to house the library collections, and adequate spaces for the operation of the library services? It was quite clear from the findings that some of the facilities were not suitable to house the library collections and

some of the spaces were not adequate for the operation of the library services:

1. All the 63 CJSS libraries studied were equipped with separate library buildings, but not all of them were used for their designated purpose. Only 42.9% of the buildings were used as libraries only; the rest were used as libraries and classrooms or libraries and storerooms, and one was used mainly as a classroom. Moreover, conferences, workshops, and various meetings (Board of Governors, staff, and Parents-Teachers Association meetings) were held in 74.6% of the buildings.
2. The average size of the buildings was approximately 13.5 x 8.5 meters, or about one and half times the size of a classroom. The buildings, even the smallest, which was approximately 11x9 meters, had adequate space to house the library collections, to operate the library services, and to use the library facilities, provided they were used only for library purposes.
3. 76.2% of the libraries were not properly designed. They had no office for the teacher-librarian and no workroom for the storage and processing of library materials. They were single, long rooms, with a small, partly enclosed circulation area that the library staff also used as the office and workroom. Electricity supply, telephone extensions, and security systems were not installed in all the libraries. However, all the libraries were provided with proper ventilation and some of the teacher-librarians-in-training had used some of the following items to make their libraries attractive and inviting: aquarium, artificial or natural flowers, calendars, curtains, carpets, pictures, posters, potted plants, students' academic honors, students' work, wall clocks, and wall maps. Only one library had none of these items.
4. Only 7.9% of the libraries were centrally located, whereas 92.1%, although not centrally located, were easily accessible from the classrooms, laboratories, and administration block.
5. The shortage of classrooms had forced 41.3% of the schools to partition their libraries to enable dual usage as libraries and classrooms. The partitioning of the buildings was poorly designed and was not impressive. Only 15.4% of the partitioned buildings had separate entrances to the library and classroom sections. The partitioning had reduced the library space considerably, and the circulation area in 46.2% was in the classroom section.

Information Sources

The Range of Information Sources

The research question asked about the range of information sources was: Is there a wide range of information sources to support the schools' educational program? The findings revealed that the range of information sources avail-

able in all the libraries was not wide enough to support the schools' educational program.

1. The main type of information source available in the 63 libraries studied was books, and for a few of the libraries books were the only type of information source available. They were nonfiction books covering all subject areas studied in the schools, reference books, and fiction books. The size of the book collections varied from 250 to 7,000 volumes. The total number of volumes available in the 63 schools was 166,474, which was an average of 2,642.4 volumes per school and 6.7 volumes per student. Considered individually, about 60% of the libraries had fewer than the average figure of 2,642.4 volumes.
2. Other types of printed information sources were available in some of the libraries: magazines, newspapers, newspaper cuttings, past examination questions, pictures, photographs, and maps. The quantity of these sources available in the libraries ranged from one item to 26 items.
3. Three types of nonprint information sources were available in some of the libraries: audiocassettes, models or realia, and videocassettes. These were few in number, ranging from two items to 38 items. In addition to the print and nonprint information sources, a few of the libraries had a collection of educational games.

Organization of the Information Sources

The research question asked about the organization of the information sources was: Are the information sources organized in a manner that will allow easy access by the users? The findings revealed that the information sources were arranged to allow easy access by the users.

1. In all the libraries the information sources were neatly arranged on the shelves under three main sections: fiction, nonfiction, and reference. The following sections were added by some of the teacher-librarians-in-training to enable users to have easy access to the information sources: Botswana Collection Section, Easy Readers Section, Oversize Books Section, Local Collection Section, Magazine or Newspaper Section, Setswana Section, and the Teachers' Section. One library had a section for guidance and counseling materials.
2. In 22.2% of the libraries, there were special racks for displaying new materials and materials on topical events. In 65.1% of the libraries without display racks, the teacher-librarians-in-training displayed materials in the empty spaces on the bookshelves. These displays were changed regularly and attracted students and teachers into the libraries.

Furniture and Equipment

The research question asked about furniture and equipment was: Are there adequate furniture and equipment for the use of the information sources? From the findings, it could clearly be seen that the furniture and equipment

available in the libraries were inadequate for the use of the information sources.

1. The number of chairs available in each of the 63 libraries varied from none to 66 chairs. In 68.3% of the libraries, there were enough chairs to accommodate a whole class of 40 students using the library at the same time.
2. Two types of tables were available in the libraries: the normal classroom desk suitable for only one user (counted as one table space) and a larger type suitable for up to six users (counted as six table spaces). The number of table spaces available varied from none to 60. In 63.5% of the libraries, there were enough table spaces to accommodate a whole class of 40 students using the library at the same time.
3. All the libraries had adequate bookshelves for their collections. A few of the following types of furniture were available in some the libraries: book display racks, book trolleys, catalogue cabinets, coffee tables, cupboards, filing cabinets, issue trays, lounge chairs, magazine display racks, newspaper display racks, and stools.
4. There was no equipment in stock in 31.7% of the libraries. The other 68.3% of the libraries had some of the following equipment in stock: audiocassette recorders, computers, electric fans, film projectors, overhead projectors, photocopy machines, slide projectors, television sets, typewriters, and videocassette recorders. Some of the equipment meant for the libraries was either in other departments, the administration office, or the laboratories. Equipment not available in the library was not considered by the teacher-librarians-in-training as part of their library equipment.

Finance

The research question asked about finance was: Is there adequate finance to support the operations and services of the libraries? The findings revealed that the finance was inadequate to support the operations and services of the CJSS libraries.

1. Each CJSS received P30 per student annually from the Ministry of Education for library purposes. The money was intended to be used for the purchase of information sources, library stationery, and other library materials in addition to the initial book stock and materials supplied by Boipelego Educational Project Unit. In addition, 20.6% of the libraries studied received between 10% and 20% of the school development fund paid by the students.
2. Considering the number of students in each school, it was evident that only large CJSSs had a substantial amount of money to purchase a reasonable amount of materials annually. For the smaller schools, the amount of money received could purchase only a few materials.

Staffing

The research question asked about staffing was: Is there adequate staffing provision to permit the facilities and information sources to be used to the maximum degree of effectiveness? Adequate staff was not provided to permit the facilities and information sources to be used to the maximum degree of effectiveness.

1. Teacher-librarians-in-training were teaching between 10 and 33 periods a week, with 65.1% teaching one subject and 34.9% teaching two subjects. In addition to their teaching duties, 74.6% had other duties and responsibilities: class teachers, senior teachers, heads of departments, coordinators or coaches of various subjects and activities, and members of various committees. With such heavy teaching loads and other duties and responsibilities, these teacher-librarians could not concentrate on their libraries.
2. To assist the teacher-librarians-in-training, each of the 63 libraries had one or two special assistants provided by a national program, teacher assistants, and administrative assistants; between 4 and 26 library monitors; and a library committee. Two schools had a teacher-librarian to assist in the library. Most of these assistants had no school library experience.
3. None of the teacher-librarians could not perform their duties effectively and efficiently because they were faced with one or both of the following problems: loss of books and the negative attitudes of the teachers. They also lacked school library policies, knowledge of funds available for their libraries, and tools for classifying and cataloguing the library materials. Sometimes, they were transferred to other schools in the middle of their practical placement periods.

Services

Opening Hours

The research question asked about the opening hours of the libraries was: Are the libraries open at a time convenient for the users? Not all the libraries were open at a time convenient for the users.

1. Students and teachers in 3 of the 63 libraries studied were not provided with any library service. These libraries were not functioning. In one school, the teacher-librarian-in-training, who was trying to reorganize the library, was transferred to another school. In the second school, the library was temporarily closed to allow the teacher-librarian-in-training to reorganize it. In the third school, the book stock in the library was less than 200 volumes.
2. Only 23.8% of the schools were open for service throughout the school day from about 0700 hours to 1600 hours (about 9 hours). Most of the libraries were open between two and eight hours, but not at times convenient for the teachers and students, for example, open only during

study hours from 1400 to 1600 hours, or open during teaching hours only from 0700 to 1300 hours.

3. Only 7.9% of the libraries were open during the weekends when the schools were in session: 4.8% on Saturdays and 4.8% on Sundays. Only one of these libraries was open on Saturdays and Sundays.

Services Provided by the Libraries

The research question asked about services was: What services are provided by the libraries? Various services and activities were provided in the libraries.

1. With the exception of the three libraries that were not functioning, all the other libraries were offering some of these services: reference services, loans of books for home reading, and library orientation. Information sources were provided to satisfy the individual interests of users, for private study, and to complete assignments. The following activities took place in some of the libraries: storytelling sessions, video or film shows, debating sessions, games, book talks, and drama sessions. One or two library periods were scheduled in most of the libraries, and radio library was organized in two libraries.
2. 93.6% of the libraries allowed users to borrow books for home reading. The number of books normally allowed on loan varied from one to three, but a few libraries allowed users to borrow as many as they required. The loan period varied from one week to four weeks.
3. 17.5% of the libraries charged fines for overdue books. For students, the fines ranged from 5t (5 Thebe) to 50t, equivalent to approximately 10 cents US) a day for each overdue book. For all other users, the fines ranged from 50t to PI a day for each overdue book. 27% of the libraries also charged for lost books. The charges ranged from the cost of the book to P25.
4. The teacher-librarians-in-training in 85.7% of the libraries studied had catalogue cabinets and had arranged the catalogue cards properly in them. In one library without a cabinet, the teacher-librarian-in-training had used shoe boxes to store the catalogue cards.

The purpose of the study was achieved. The study data demonstrated that the library facilities available in CJSS are not adequate for the libraries to function effectively in an educational environment. The findings confirm the observation made by the National Commission on Education 1993 that one kind of secondary school libraries, CJSS libraries, are not adequately served. There continues to be a need for each CJSS to have an effective library, adequately stocked and staffed.

Recommendations

Based on the findings, the following recommendations are made:

Accommodation

A school library should be so designed as to enable it to carry out its functions effectively and to enable the information sources or instructional materials to be used in an effective environment. It should not be designed for dual use as a classroom or any other activity that is not part of library services because the facility will be required for library purposes throughout the school day by the users. The attractive appearance and the convenient arrangement of a library will entice users to enter and use the facilities. Most of the CJSS did not satisfy the above requirements. It is therefore recommended that:

1. All CJSS library buildings should be used for their designated purpose—as libraries only. Additional classrooms should be built so that no classes will be held in the libraries. Conferences, workshops, and meetings should be held elsewhere.
2. All new CJSS library buildings should be provided with the following working spaces:
 - An office for the teacher-librarian;
 - A work room for the storage and processing of new information sources;
 - A circulation counter for the issue and discharge of information sources.
3. Existing CJSS libraries without an office or workroom should be converted as follows: the partly enclosed area that is intended as the circulation area should be sealed off and used as the office or workroom-circulation area.
4. Electricity supply, telephone extensions, and security systems should be installed in all CJSS libraries.
5. All CJSS libraries should be made attractive and inviting to attract users to the facilities and services. Items recommended to be used are artificial or natural flowers, calendars, curtains, carpets, pictures, posters, potted plants, students' academic honors and trophies, wall clocks, wall maps, and other attractive items.

Information Sources and Equipment

Books were the main information sources found in almost all the CJSS libraries, and the figures were disappointing. The range of information sources was not wide enough to support the schools' educational program. To become the school's central teaching and learning laboratory, the CJSS library must become a media center that contains books and other print and nonprint media with their special equipment. The information sources must be arranged to allow easy access by the users. It is therefore recommended that each CJSS library should be equipped with the following categories and quantities of information sources and equipment:

1. *Books.* At least 4,000 titles of fiction and nonfiction; at least one third should be fiction books. In addition there should be a basic collection of reference books, for example, atlases, encyclopedias, English Language dictionaries, and yearbooks.
2. *Printed notebook sources.* At least 3-6 titles of newspapers; at least one periodical for each subject in the curriculum for teachers' use; at least 10 titles of children's magazines; a series of pamphlets covering each subject in the curriculum; portfolios of newspaper clippings; a collection of maps; a collection of pictures; and a collection of photographs of the school, school activities, and environment.
3. *Nonprint sources:* A collection of audiocassettes, CD ROMs, films, filmstrips, slides, transparencies, and videocassettes covering topics in the curriculum.
4. *Equipment:* Two computers; one photocopier; one slide projector; one overhead projector; one sound projector; 20 audiocassette recorders; one television set; and one videocassette recorder.
5. *Three-dimensional sources:* Models such as cut-out card models, globes, molded models, plastic model kits, and traditional tools, and realia such as specimens of fossils, rocks, and seeds of local foodstuffs.

The figures recommended above are for all CJSS libraries. Even if the school has 144 or 720 students, the figures are considered basic for an effective and efficient school library program to meet the varied needs of the students and teachers. As funds are available, larger schools could add more information sources.

The information sources in each CJSS library should be organized into different sections to allow easy access by users, for example, audiovisual materials, easy readers, oversize books, local collection, magazines and newspapers, Setswana texts, and teachers' section.

Furniture

There was great disparity in the provision of furniture in all the CJSS libraries. It is recommended that each school should have: at least 40 chairs for a whole class of 40 students; at least 40 table spaces for a whole class of 40 students; 2 book display racks; shelving units to accommodate all the information sources; 2 book trolleys; 1 x 24-drawer catalogue cabinet; 1 coffee table; 1 cupboard; 1 filing cabinet; issue trays (1 for each class, 1 for teachers, and 1 for other users); 6 lounge chairs; 1 magazine display rack; and 1 newspaper display rack.

Finance

The P30 per student provided annually by the Ministry of Education was inadequate to support the operations and services of the CJSS libraries. It is therefore recommended that:

1. The P30 per student should be used to purchase books only. Additional funds should be provided by the Ministry of Education for encyclopedias, English Language dictionaries, magazines, newspapers, rebinding of worn-out books, stationery, and equipment.
2. 25% of the schools' development fund paid by students should be used for library purposes.
3. Head teachers of CJSSs should be permitted to organize fundraising activities, the proceeds of which should be used for library purposes.

Staffing

Adequate staff was not provided in the CJSS libraries to permit the facilities and information sources to be used to the maximum degree of effectiveness. To meet fully the growing and changing needs of CJSSs in Botswana, it is recommended that:

1. The person in charge of every CJSS library should be a qualified full-time teacher-librarian, with at least a Diploma in Secondary Education and a Certificate in School Library Studies. The teacher-librarian should be free from normal classroom teaching to allow for his or her full-time concentration on the library. He or she should be responsible for teaching information skills right through the school.
2. The Ministry of Education should make provision for the teacher-librarian to be promoted like his teaching colleagues to senior teacher-librarian, deputy head teacher, and head teacher.
3. A teacher-librarian or a senior teacher-librarian transferred from one CJSS should continue to be a teacher-librarian or a senior teacher-librarian of the CJSS to which he or she is transferred until he or she is promoted to deputy head teacher.
4. Every CJSS library should have a full-time library assistant to assist the teacher-librarian to keep the library open throughout the school day. The library assistant should be trained by the BNLS.
5. Two library monitors should be selected from each class to assist in the library and should be trained by the teacher-librarian.

Services

For the CJSS library to be seen as a resource center that supports and influences a dynamic educational program in the school, it is recommended that:

1. Every CJSS library should be open throughout the school day, Monday to Friday, from 0730 to 1600 hours and on Saturday from 0800 to 1100 hours.

2. The following services should be offered: reference services; loan of books for home reading; and library orientation.
3. Facilities should be provided for users to use the information sources for private study, to complete assignments, and to satisfy individual interests.
4. The following activities should be allowed to take place in the library: book talks; debating sessions; drama sessions; storytelling sessions; video and film shows; and playing educational games;
5. Each class, accompanied by the class teacher, should have at least one scheduled period to use the library.
6. Users should be allowed to borrow books from the library: students, one fiction and one nonfiction; teachers, up to five fiction or nonfiction; and administrative and support staff users, two fiction or nonfiction.
7. The loan period should be: students two weeks, teachers four weeks, and other users two weeks.

Administration and Management

At present, there are no guidelines for operating CJSS libraries. Each school is developing its own system and there is no one to coordinate the system. To ensure uniformity and efficiency in the provision of facilities and uniformity in the CJSS libraries, it is recommended that:

1. A National School Library Policy should be prepared for the CJSS libraries. This policy should provide guidelines on: the relationship of the library to teaching, learning, and the curriculum; collection development and maintenance; the role and status of the teacher-librarian; and the roles of the ministries of education and home affairs, the two ministries concerned with libraries in CJSSs.
2. A government agency or department (Central School Library Service) should be established to exercise advisory, supervisory, and support functions to ensure the strict adherence of CJSS libraries to the stated government policy.
3. A model CJSS library should be established that should stand as an example for all CJSSs in the country. The Department of Library and Information Studies, University of Botswana, could provide the expertise for setting up and supervising the operations of this library.
4. Every school should be provided with the following tools and stationery for the processing and use of the library materials: the Dewey Decimal Classification scheme (school edition); the Anglo-American Cataloguing code (school edition); a list of subject headings; an accessions register; book cards; date slips; and readers' tickets.

Conclusion

The modern school library should be seen as an integral part of the school curriculum. It is encouraging to note that the Ministry of Education has achieved its goal of providing a separate library building in each CJSS.

However, the development of these libraries is slow because the facilities available in most of the libraries are inadequate. The provision of a national school library policy and the establishment of a Central School Library Service will enhance the development of CJSS libraries.

References

- Baffour-Awuah, M. (n.d). *BNLS educational libraries division*. Gaborone: BNLS.
- Bakwena, S. (1982). The history of school library service in Botswana. *Botswana Library Association Journal*, 4(3), 16-17.
- Balesang, O. (1989). *The role of school libraries in Botswana. Diploma in library studies project*. Gaborone: University of Botswana.
- Bechuanaland Protectorate. (1963). *Development plan 1963/1968*. Bechuanaland: Author.
- Dale, D.C. (1971). National libraries in developing countries: A case of Botswana. *Journal of Library History*, 6(3), 195-211.
- Government of Botswana. (1977). *Education for Kagisano: Report of the National Commission on Education*. Gaborone: Government Printer.
- Government of Botswana. (1993). *Report of the National Commission on Education 1993*. Gaborone: Government Printer.
- Government of Botswana. (1994). *The revised National Policy on Education April 1994*. Gaborone: Government Printer.
- Lonsdale, R. (1986). *Report on the development of training program for teacher librarians in community junior secondary schools in Botswana*. London: British Council.
- Parker, J.S. (1969). *Botswana National Library Service, the first three years: A report on the establishment and development of the Botswana National library Service from November 1966 to October 1969*. Gaborone: BNLS.
- Phehane, T. (1968). The genesis of library development in Botswana. *Library World*, 70(819), 70-74.
- Raseroka, K. (1980). Botswana. In *ALA world encyclopedia of library and information services* (pp. 94-95). Chicago, IL: American Library Association.
- Stiles, D.E. (1972). *Botswana National Library Service: Report on the National Library Service for the period November 1969 to March 1971*. Gaborone: BNLS.
- Stiles, D.E. (1973). *Botswana National Library Service: Report on the National Library Service for the period April 1971 to March 1973*. Gaborone: BNLS.
- Stoneham, F. (1996, April). *Community junior secondary schools library issues*. Paper presented to the Seminar on School Libraries, Gaborone, Botswana.

Author Note

Andrew J.B. Metzger is a senior lecturer in the Department of Library and Information Studies at the University of Botswana. He is also the Course Tutor for the Certificate in School Library Studies Program offered by the Department. His research interests are in school libraries, children's literature, and African bibliography and librarianship.