ESTABLISHING

AND

MANAGING

SCHOOL LIBRARIES

A MANUAL FOR TEACHER LIBRARIANS IN KENYA

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Introduction

In attempting to establish and effectively manage school libraries in Kenya, it is necessary to first understand the basic role of a library, within the school setting and beyond.

This manual will focus on primary and secondary school libraries. However, it would be insufficient not to mention all activities that take place in other libraries. The basic principles of setting up a library are always the same; it is the operation levels and the target audience that vary. It is therefore important to address specific user needs at the particular level.

A school library should be a place where information can be sourced. Information can be in the form of books, audio and visual material, journals, magazines, and other resources. They are provided for the benefit of the school community including pupils, teaching staff and sometimes the community around the school. A library's main objective is to support school programs in order to promote education. A library should offer learning services and resources aimed at making its users develop a reading culture.

School libraries are central to successful teaching and learning programs. They play a key role in the promotion of a literate society. Libraries assist in the creation and sustenance of a reading culture. The school library should be planned with children in mind such that they either gain directly from the library or through their teachers who should be familiar with the library and its resources. Libraries should contain the information the children require, and they in turn, should be encouraged to use the library both for information and recreation.

Information and Literacy

There are three types of literacy:

i)   Functional literacy: this is the ability to attach meaning to the signs and symbols in your world.

ii) Information literacy: this is having the skills required to manage information.

iii) Digital literacy: this is the ability to use computers to communicate through the Internet and gather relevant information from the World Wide Web.

School libraries should aim to cultivate all these types of literacy. Both the teacher and pupil should have a level of literacy that enables them to access, select, evaluate, interpret, organize and communicate information needs and purposes. This wider view of literacy includes language, listening, speaking, reading, writing, viewing, traditional library skills and emerging information technology skills.

Teachers must therefore have, apart from curriculum needs, technological and informational knowledge required for effectively planning and participating in the promotion of information literacy.

In Kenya, the disparity in the availability of ICT facilities is a major impediment to achieving this wider interpretation of information literacy through our school libraries. Most of our schools lack basic library and information technology facilities, while potential trainers lack knowledge and experience. It is imperative that those intending to set up libraries and those who already have them, begin at the very basic level in terms of how to establish and manage school libraries. This way they will be able to uniformly understand the technicalities involved in this exercise. Those with no experience at all will have a chance to learn, while those with some basic knowledge of the subject will improve on it.

Types of Libraries

Libraries contain varieties of resources depending on their targeted users. They are therefore classified according to user category, type of information provided and in some cases, according to the parent institution. The following are some examples:

Public libraries

These serve the general public and researchers in all disciplines without specializing in any particular subject. They contain information for use by all age groups including children. Good examples of such are the Kenya National Library Services, which has a country wide system and the Nairobi City Council libraries.

National libraries

These are mainly reference libraries. They stock reference materials. They are legal depositories and their main functions are to publish national bibliographies, to maintain national bibliographic information and to collect and preserve the nation's literary heritage. This function is provided through the Books and Newspapers Act, which requires all publishers to deposit copies of all the literature they produce with the office of the Attorney General. These are passed on to the national library and other legal depositories. In Kenya, the National Reference and Bibliographic Department of the KNLS headquarters performs this role.

Academic libraries

These are found in institutions of higher learning such as colleges and universities. They support the academic programs of the parent institutions and are open to the staff and students of those institutions only.

Special libraries

These store materials that contain information in specialized fields of knowledge or serve special groups of users who have a common interest. They may belong to a government department, company, society or any other special group of individuals with a common interest.

Private libraries

These are owned by individuals and serve their personal interests.
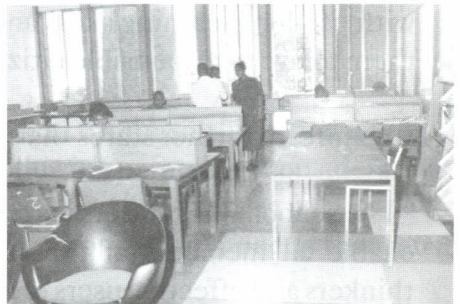
School libraries

These are found in schools and are mostly used by students and their teachers. School libraries can be divided into two levels depending on user needs:

i) Primary school level

Libraries at this level mainly stock basic books, information and other literary materials essentially meant to encourage reading. Materials include picture books for beginners, books for children just starting to read on their own and those for children looking for information from the library either on their own or with the help of their teachers.

ii) Secondary school level

Libraries at this level aim at enhancing interest in books, as reading and study skills have already been cultivated at primary school level. Books in secondary school libraries contain more academic information. Users at this level, are expected to have mastered the ability to research information on their own. They should be capable of effective search of information in all formats.

Establishing a School Library

The committee

Before setting up a school library, we need to define our needs, as well as set out our mission and goals of the type of library that we require. It is therefore advisable to set up a school library committee to plan and implement the school library project. Membership of this committee should include all stakeholders within the school as follows:

i) School management
ii) Students
iii) Parents Teachers Association
iv) Teachers
v) School committee
vi) Librarian in charge

The mission

In strategic planning, it is necessary to state the mission, vision and goals of any project, and the school library project should be no exception. The IFLA/UNESCO school library manifesto states the mission of a school library as follows:

"The school library provides information and ideas that are fundamental to the functioning successfully in today's information and knowledge based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens".

The manifesto further states that:

"The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media".

Goals of the school library

i) Supporting and enhancing educational goals as outlined in the school's mission and curriculum.

ii) Developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives.

iii) Offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment.

iv) Supporting all students in learning and practicing skills for evaluating and using information, regardless of forms, format or medium, including sensitivity to the modes of communication within the community.

v) Providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions.

vi) Organizing activities that encourage cultural and social awareness and sensitivity.

vii) Working with students, teachers, administrators and parents to achieve the mission of the school.

viii) Proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in democracy.

ix) Promoting reading and the resources and services of the school library to the entire school community and beyond. After all, the local community plays a big role in the building of both the school and library.

Evaluation of user needs

A user needs survey should be carried out to establish the actual needs of the school. The survey should take the following points into consideration:

i) Define the educational, recreational and/or research needs that must be met.

ii) Consider the needs of children including the handicapped, teachers and other members of the school community.

ii) Define the programs that the library will offer in order to meet these needs.

Budget

With the help of the library committee, the teacher/librarian should draw up a budget for the library. It should cater for all material needs and professional library staff if they are to be paid for their services.

Basic needs of a school library

In order to set up a school library, we need the following:

i) Location and space

This is the initial basic need. In order to be effective, a school library should have its own space in the school to avoid conflicts arising from sharing space with other school programs. The location should be central and easily accessible in order to encourage usage.

There should be enough space for reading, class work and group work as planned by the school. These provisions should not interfere with individual study. The space should be set up in a user friendly way, where users have a relaxed and comfortable environment to encourage both serious study and reading for pleasure.

Additionally, a library should have enough storage for books, away from unfavorable climatic effects. Enough security should be accorded to the library materials.

It is recommended that at least 8% of the teaching space of the school should be allocated for library use, with a minimum size of a school library being 40 square meters or 440 square feet. If this is available, it is ideal to have three square meters per student. The ideal library should allow for use by 10% of the student population at a time. These figures should not discourage those who do not have enough space in their schools, as a

spacious classroom can easily be converted into a library. Where there is total lack of space, a library corner consisting of a book collection on a shelf or in a lockable cupboard at the back of a classroom can do, provided that whoever is managing it can still promote the ideals of a library as stated above.

ii) Furniture, tools and equipment

The library will need the following:
i)   Shelves to arrange the books on
ii) Reading tables and chairs for library users
iii) Working tables and chairs for library staff
iv) Display racks for newspapers and magazines
v)   Catalogue boxes for keeping library records
vi) Working tools and equipment.

Shelf length should be about three feet to avoid sagging in the center due to the weight of the books. A shelf depth of 8-9 inches (200 mm), can hold most standard sized books. Larger books like atlases and encyclopedias can be accommodated with a depth of 12 inches.

The shelves should be easily accessible to the children. For younger children, the height should be 4 feet, while for older children it can go up to 6 feet. They should also preferably be adjustable so that they can meet the changing needs as the library demands. One sided shelves are suitable for placing along the walls, while double-sided shelves are suitable for central places.

Depending on the library, it may be necessary to have storage facilities for audiovisual material like slides and film strips, in their respective cabinets. In more modern libraries, one would have to address the need to have storage for computer diskettes and other materials related to ICT usage. The full time library staff will need working tools to enable them perform their relevant duties. Once material comes to the library, it should be

marked with ownership marks, be recorded, processed and organized in logical order before it can be available for use. The tools required will include ownership stamps, ink pads, library record cards, catalogue cards, catalogue boxes, book slips, pens and pencils, staplers and staples, ordering slips and accessions register. It is necessary to acquire tools to mend worn out or torn books.

iii) Resources

a Financial allocation or budgeting
The single most important resource required to set up a library is the finances, which should be allocated by the school administration. Other resources include both print and non-print resources and in some cases electronic resources as the situation may demand.

The librarian will need to know the process of institutional budgeting, who handles the budget, the correct time for submitting budgetary requirements and the library's limitations in the whole process. Where ideal standards are to be met, then the UNESCO recommendations of five per cent of the expenditure per student for the school should be allocated to the library. In most cases this may not work. Whatever the case, the library committee will allocate figures depending on the available resources. The bottom line here should be the need for quality library requirements best suited to the school's environment.

b   Information resources
•   Printed resources
These continue to be the mainstay of the school library collection. They include books, both fiction and non-fiction, newspapers, magazines, charts, reference books like dictionaries, atlases and encyclopedias, cuttings and clippings, and for the younger children, games, toys and other learning support materials.

•   Non-print and electronic resources
These resources are now becoming a major component of the school library collection. They include those in electronic formats like computer

software, CD-ROMs and online resources, audiovisual formats like videos, CDs, cassettes, slides, filmstrips and transparencies, maps, posters, graphics and games.

Where found appropriate, they should be acquired together with relevant accessories to help in their effective installation and use. No single library can have all the required resources. At times it may be necessary to share some of the resources with other libraries which do not necessarily have to be school libraries. The concept of inter-library cooperation is worldwide.

- **Personnel**

A full time library assistant or teacher/librarian would be ideal. If it is a teacher/librarian, he or she needs to be part of the academic staff, qualified both in education as well as in library science. If a library assistant, he or she should be well trained and qualified in the field of library science. The post should be advertised and filled with the help of a reputable professional in the field. The full time staff may then induct other staff or senior pupils who can assist in the daily management of the library, while he/she manages other aspects of the library including ordering, processing and organizing the library for effective use. Depending on the size of the library and the stock, it may be necessary to hire more than one qualified library staff. The school librarian will be answerable to the school management on all the aspects of the library. He/she will regularly consult with the library committee and subject teachers on what their requirements are.

v) Training and user education

Once the library is set up, there is need for some form of training both for staff and users on how to use it. For the users, a clear user education program that takes one to two hours may suffice for each new intake. This will explain all library procedures and how to access information in the library. For the staff, all aspects of library procedures may be in-house for some time until competence is acquired. If senior users are to be utilized in running the library, this is essential.

Library Policies, Rules and Regulations

Each library is set up in a different environment and as such, it should have its own rules and regulations. These should be published in a pamphlet or pinned on notice boards. Users should be made aware of their existence during the user education program.

Library rules and regulations should spell out the following:
i)   Mode of behavior in the library
ii) Borrowing procedures
iii) Opening hours and who should use the library
iv) Penalties if any, for breach of rules should be clearly stated.

Policies

The school library should be managed within a clearly structured policy framework. This should be devised with set aims, goals and objectives in mind. The policy should be flexible and open to regular review by the library committee.

Collection development, stock selection, acquisition, use of other library services where available, preservation and conservation staffing and staff development all need to be governed by clear policy.

Collection development policy (CDP)

Collection development does not limit itself to selection. It also involves the formation of a systematic general plan for the creation of a library collection that meets the needs of its users.

Collection development policy:
a) Describes the elements of a selection policy
b) Describes how the library's collection serves its users

c) Shows where the strengths and weaknesses are
d) Shows how the collection relates to those in other local libraries
e) Shows the goals for the development of the collection.

A collection development policy should not be static. It should be frequently reviewed and changed to reflect changes in the library's goals and in the collection itself.

In drawing up a CDP, the following areas must be spelt out in the document.

i) The library's mission and vision: What is the library's reason for existence? What is the library's role in the community?
ii) The library's goals, aims and objects: How will the policy be used for library management, planning, and accountability to the governing organization and library users?
iii) Definition of the library user target groups: Describe the primary, secondary and occasional users of the library in terms of age, education level, numbers, frequency of use, reasons for use, etc.
iv) User needs and services: What educational, recreational, and/or research needs must be met? Consider the needs of students including the handicapped. What programs does the library offer to meet these needs? For example, children's programs, story telling, literacy tutoring and online database searching. What needs are not being met or might not be met in case of a new library?
v) General statement describing the collection: In general, how would you describe the library's collection in terms of the size (in volumes or titles)? By how much does it grow each year, or what is the intended growth rate for the planned library?

Priority areas in CDP formulation

i) Currency and chronological coverage: This refers primarily to the publication dates of the titles in the collection. Do you have current information? Are older publications kept for historical or research

purposes? Distinguish between older material intentionally retained and material that needs to be withdrawn or weeded out.

ii) Formats: Describe which formats of information the library collects: books, periodicals, newspapers, sound recordings, videotapes, films, slides, software, microfilm, CD-ROM and online databases. Are paperbacks, textbooks, large print or microforms purchased or collected?

iii) Multiple copies: Does the library normally purchase multiple copies of books or other items?

iv) Languages: Is material collected in languages other than English and Kiswahili?

v) Funding considerations: How are funds for materials obtained and allocated?

vi) Collection responsibilities and selection procedures: Who selects materials? What general processes or procedures are involved? What criteria are used for selection?

vii) Collection maintenance: Why, when and by what criteria do you withdraw or weed out items? Is it outdated information, in poor physical condition, unneeded duplicates or subject not within scope of collection development policy? Policies concerning rebinding, repair and replacements should be addressed here.

viii) Censorship: Is there any forbidden material that should be excluded? Here we need to be careful especially where electronic information is available. We can control what we acquire in terms of printed and non-print resources but not electronic resources.

ix) Gifts policy: Do you accept anything offered? What do you add to the collection? How do you dispose of unwanted gifts? Who makes the decisions on these gifts?

x) Once this policy is drawn, how often will it be reviewed?

Stock selection

The criteria for selection of materials will be established in accordance with the library policy, diverse library user needs, relevance of what is readily available, limited resources or budgets and modes of availability in terms of sale, donation or grant.

The selection will be based on the following principles:
a) The books should have current accurate information
b) The books should be without bias
c) Subject coverage should be clear and broad
d) The format of presentation should be suitable and easy to use
e) Correct level of material for use by the targeted users
f) Cultural relevance and values of the society
g) Quality of material including paper, binding and size.

Tools to assist in the selection of school library stock

i) Publishers and booksellers catalogues
ii) Official guidelines on books, education and culture, among others
iii) School syllabi
iv) Mass media announcements and reviews
v) Visits to publishers, booksellers, book fairs and exhibitions.

Ordering and receipting

i) This is the responsibility of the teachers and the librarian. Members of the library committee can participate if they wish. Once the teachers and other members have made their recommendations, the librarian coordinates the ordering.
ii) There should be a designed order form to be filled for each item. This should include all bibliographic details of individual bodies, i.e. the author, title, publisher, date of publication, place of publication, ISBN, supplier and cost of item.
iii) A record of all orders placed with the suppliers should be returned to the library.
iv) As stock arrives, it should be verified against the order lists to make sure that only what was ordered is received. At times, books may have similar titles but different authors or different publishers.
v) After verification, the items received should be appropriately marked with relevant ownership marks. A stamp bearing the name of the school will suffice.

vi) Each item needs to be given a running number referred to as an accession number.

vii)This number is kept in a register so that each item has a unique number depending on when it was acquired. These numbers form an accession register; a record of items of stock in the library in the order in which the library acquires them. The serial number is recorded on the item and in the accession register. This number is useful in identifying individual books.

viii) An accession register could be an exercise book or a purpose designed ledger book.

Each entry in the accession register should include the accession number, title of book, author of book, publisher, date of accessioning and class number if classified. If any item is withdrawn from the library, this number should be crossed out from the register.

Organization of Knowledge

Classification is the method employed in organizing materials, so that those books on the same subject are kept near each other on the shelves for easy retrieval. This is done by grouping knowledge into different subject areas. Materials are then assigned numbers or other symbols or codes that will be used to identify them. It is important to read the contents of the book before classifying it, to be able to establish subject matter. Do not rely on the title.

Classification schemes

The classification scheme that serves the needs of your library will depend on the type of library.

i) Dewey Decimal Classification Scheme (DDC)

This scheme is used worldwide in public libraries and most school libraries. It divides knowledge into ten broad subject areas, identifiable by the use of numeric numbers. The classes are further subdivided into smaller areas by further use of numbers and decimal numbers.

For the school libraries, DDC is recommended because it is easier to follow. An outline of the ten broad classes in DDC is given below:

000 General Works   100 Philosophy   200 Religion
300 Social Sciences   400 Languages   500 Pure Science
600 Applied Science   700 The Arts   800 Literature
900 History, Geography and Biography

These are further broken down into subclasses. As an example, the 500 class will be broken down like this:

500 Pure science	510 Mathematic	520 Astronomy
530 Physics	540 Chemistry	550 Earth sciences
560 Paleontology	570 Biology	580 Botany
590 Zoology		

Mathematics can then be further broken down to:

510-511	General mathematics	512	Algebra
513	Arithmetic	514	Topology
515	Analysis	516	Geometry
517-18	Not assigned	519	Probability and statistics

ii) Library of Congress Scheme (LC)

The Library of Congress scheme is numeric. It divides knowledge into twenty broad subject areas. These are further broken down by the use of numbers. The LC is used in most universities and other academic libraries. This manual does not expound on LC because it is not recommended for school libraries.

Catalogues

A library catalogue is generated during cataloguing. It therefore represents a listing of all material that a library has. Most library catalogues are arranged in alphabetical order by author, title and subject. The user therefore needs to either know the author, title or subject of a book in order to retrieve it from the library.
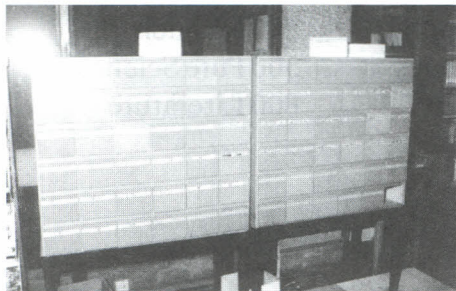
Other types of catalogues

i) Author catalogue: Lists entries by surnames of authors.
ii) Title catalogue: Lists holdings by their titles, ignoring definite articles.
iii) Subject/classified catalogue :Lists entries by their subjects.
iv) Shelf lists: This is a small file of cards arranged in the same order as the books are on the shelves. It is useful for stock taking.

Forms of catalogues

Card catalogue	• Details on 3" x 5" cards. Bibliographic description of individual books. • The cards are filed alphabetically in a catalogue cabinet.
Book catalogue	• Lists all the catalogue entries in a book. • Users look up catalogue entries by flipping through the book.
Dictionary catalogue	• Also in book form, but all the entries of author, title and subject are inter-filed in one sequence alphabetically the way a dictionary is arranged.
Micro form catalogue	• Kept in micro form such as microfiche or microfilm. • These are transparencies that need special readers to be able to use them.
Computerized catalogue	• Where libraries are computerized, the catalogue will come in a database format. • Book entries are inputted into a computer database by use of designated library software.

The cataloguing process

The cataloguing process involves bibliographic description of individual material. The areas that constitute a bibliographic record are author, title, edition, if different from first, place of publication, publisher, date of publication, physical appearance, i.e. size, number of pages, illustrations, index, series and any other useful notes.

Once the above details have been recorded on the catalogue card, a call number or symbol assigned to each item is written on the top corner of the card either left or right, depending on the library preference.

During cataloguing, the heading or main entry of the item is determined. This can be:

i)   Surname of the author, where there is only one author
ii) Title of item, where there is no author or there are more than three authors
iii) Name of corporate body, where there are up to three authors
vi) A compiler, where the work has been compiled.

Added entries will be made for other authors where there are more than one, editors, titles, subject and series.

All these are possible searching points for any item listed in the catalogue. Related subject headings found in standardized subject headings will be used in searching for information, where the user is not clear on what he/she wants.
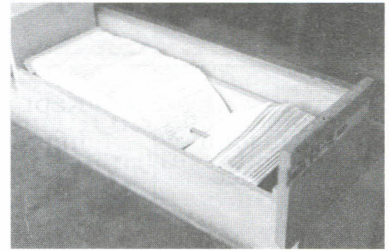
Filing rules for catalogues

•   In a catalogue words are arranged alphabetically.
•   The space between words is ignored even if followed by another word.

Just follow the letter by letter arrangement as if there was no space.
- When the beginnings are the same, always consider the first letter of the next word.
- Ignore articles 'a', 'an' at the beginning of each entry.
- Ignore hyphens and treat the letters as if they follow each other.
- Treat prefixes to names as part of one word.

Book processing

Subjects once determined should be clearly marked on the book spine. Some books may have very thin spines, in which case the mark should be on the side of book close to the spine. The spine marks should be shortened to three or four letters in a line so as to fit on the book labels.

When all the processing has been done and each item has all the required library markings, then shelf arrangement is done. The books should be placed on the shelf from left to right following their class numbers in ascending order. It is recommenced that they be arranged shelf by shelf in bays so that one shelf goes from its beginning to end and downwards, before moving to the next. This makes browsing easier for those who may be just looking around to see what the library has.

Pamphlets may be placed in pamphlet boxes and placed either at the beginning or end of each classified sequence. Fiction books should be arranged alphabetically by their authors so that books by the same author will be next to each other.

The shelves should be marked with shelf guides to direct users to the right shelves. Newspapers, magazines and other periodicals available should be displayed on periodical racks or tables away from books. This should be in the part of the library where reading for leisure is encouraged. However, where there are large collections of periodicals, they may need to be arranged according to subject area and past issues bound for future use.

Access to and Use of the Library

Having organized library material and shelved them, they should be made accessible to the users. The material should be categorized into material to be borrowed on loan and that which should be used in the library. Reference materials such as dictionaries, encyclopedias, maps and atlases should be placed in the reference section and marked so or integrated with other stock but clearly marked as reference.

All books should have book labels. Loanable material should have date labels to facilitate lending. The library should have developed rules and regulations spelling out guidelines for borrowing, i.e., who is entitled to use the library, who should borrow books, how many books and for how long. To facilitate appropriate monitoring and evaluation of services, the library should keep regular statistics.

Borrowing and lending systems

Browne system

This system requires the following:

i) A book pocket firmly pasted on the inside of the front cover. Details on the book pocket may vary, but should contain the accessions number and the class number.

ii) A book label pasted in each book. The book label should carry a statement like, "this book is due for return on or before the date stamped below".
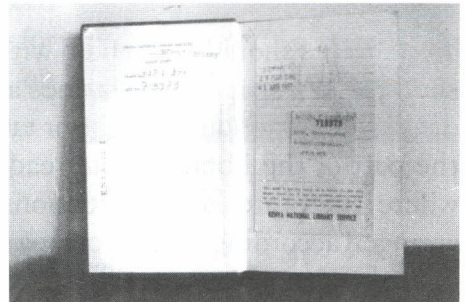
iii) A date stamp for stamping the book at lending.
iv) A book card detailing the book accession number, author's name, book title, a book card that should fit into the book pocket and in a reader's ticket.
v) A reader's ticket or more depending on how many books a reader is allowed to borrow at any one time.

Lending process

The following process applies when a reader wishes to borrow a book.

i) A user wishing to borrow a book brings it to the issue desk.
ii) Library staff takes the book card with due date and places it into the reader's ticket.
iii) The book is stamped with the due date.
iv) The book cards inside the reader's pockets form the loans record for the day. The loan record is then filed according to accession numbers of the books in groups of due dates. When a reader returns a book, a librarian discharges the loan by first checking the due date and then looking for the book record by accession number.
v) The librarian divorces the book card from the reader's ticket, then cancels the due date and returns the ticket to the reader.

Preservation, conservation and everyday care of library materials

Preservation

This is the art of preventing decay, reducing risks of damage and therefore slowing down the rate of deterioration.

Conservation

This is the practice of restoring what has been damaged, identifying and treating/repairing damaged material so as to restore access to the information therein.

The table below shows how to protect the library from the elements.

Water	• Avoid leakages of any type in the library. • Books should be kept on the shelves not on the floor.
Humidity	• Ensure plenty of fresh air circulates in the library to avoid the growth of moulds. Minimize general humidity during wet weather.
Insects and other pests	• These may be small but can cause a lot of damage to book stock. Insects like silver fish and ants are common. If noticed, insecticides can be used.
Rodents	• Use rat poison or traps to eradicate them. • Ensure that users do not bring food into the library.
Excessive sunshine	• Sunshine damages paper making it fade. Paper can become brittle and break depending on the quality. • Guard against exposure in the best way possible.
Binding	• This includes binding new materials for re-enforcement and rebinding used materials that are in poor physical condition. This can be done in-house using simple equipment or outsourced with commercial binders.
Damage from users	• Some borrowers handle books roughly causing them to wear out fast or break around the spines. Weak books should be reinforced. Folding of pages while reading should be discouraged. Use bookmarks instead. Photocopying causes many books to break along the spine. This should be avoided or discouraged. Torn books should be weeded out for repair.

Everyday care

This is an aspect of preservation. It includes measures that are taken to improve the physical handling of the books. The general guidelines given here, will help the library in instituting preservation, conservation and everyday care measures. The guidelines on everyday care should be included in all library user training and induction programs. All these measures should be well understood by the library staff.

Rules of everyday care

When reading, carrying books or shelving

Do	Do not
• Use book marks or pieces of paper.	• Handle material with dirty or moist hands.
• Turn pages gently by the upper outer corner.	• Use other books or fold pages.
• Keep books flat on table while reading.	• Eat or drink in the library; spill liquids.
• Close the book after use.	• Lay an open book face down on the table.
• Carry only the number of books you can with ease at a time.	• Put anything on top of an open book.
• Pack books moderately tight.	• Write or mark in margins or underline words or lines.
• Use book ends to give support.	• Use of paper clips, pins, rubber bands or cello tape on the book.
• Shelve large/heavy books flat on their	• Leave books in direct sunlight, in hot places or damp areas.
	• Allow books to fall or drop on the floor or ground.
	• Stack/pile books on top of one another.
	• Stand a book on its fore-edge.

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