A STUDY OF LIBRARY FACILITIES IN SELECTED PRIMARY SCHOOLS IN KIHARU DIVISION, MURANG'A DISTRICT

A PROJECT SUBMITTED IN PARTIAL FULFILMENT FOR DEGREE OF MASTER OF EDUCATION (PRIMARY TEACHER EDUCATION) IN KENYATTA UNIVERSITY, 1987

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DECLARATION

"This project Report is my original work and has not been presented for a degree in any other university".

MAGOCHI ERUSTUS KIRAGU

"This Project Report has been submitted for examination with my approval as University supervisor".

P.G. MWATHI, B.L.S., M.L.S.

KENYATTA UNIVERSITY
NAIROBI
DEDICATION

To my parents Magochi and Wanjiku who taught me to persevere even when there were problems.

To my wife Wandia and our daughter Wanjiku for their love and encouragement.

To my nieces and nephews who derived a lot of fun in my being in school with them.
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ACKNOWLEDGEMENT

I am indebted to my supervisor P.G. Mwathi for patiently guiding me through this project. This project was inspired by his fulfilling lectures in Management.

I am also indebted to my other teachers for their enthusiasm in handling the course: Mr. Njuguna for his interesting sessions in Cataloguing and classification and Mr. Muya who introduced me to the joys of information search and the search strategies.

I am also grateful to my wife, Wandia and Kariuki Kinyungu who wrote some of the work at my dictation when my hand stalled.

Last but not least, to Murage and Dorothy of the Kenyatta University Library for assistance in getting information for this project.
ABSTRACT

This study is an investigative survey of what library facilities exist in selected primary schools of Kiharu Division of Murang'a District.

The study has attempted to highlight problems faced by these schools in running the libraries and has recommendations on how these problems can be overcome.

The study also briefly elaborates on the role of the library in Education and attempts to relate the role to the Kenyan experience.
CHAPTER I

1.1 BACKGROUND

Murang'a District is one of the administrative Districts of Central Province. It lies between $0^\circ 34'$ and $1^\circ 07'$ and between $36^\circ$ E and $37^\circ 26'$E. It has an area of 2476 sq. km. It is bordered by Nyeri District to the North, by Kiambu District to the South, by Nyandarua District to the West, and by Machakos, Embu and Kirinyaga Districts to the East. It has a population of 812335 people according to 1985 figures and it is the fourth most densely populated rural District in the Country.¹

The land rises from the East to West and the altitude ranges from 914m in the East to the West. The Western parts of the District are highly dissected by rivers while the East is mainly gently rolling land which levels towards Kakuzi hills.

The people are mainly farmers growing coffee and tea as well as practising animal husbandry. Maize and beans are mainly grown for subsistence plans to grow mubberry trees in the lower hotter parts of the District,
mainly in Makuyu Division are at an advanced stage. This will make the District unique as far as the development of the silk industry is concerned. A sizeable part of the population is involved in business both in the District as well as other towns like Nairobi. Murang'a town is the chief commercial and administrative centre. It is also an urban authority enjoying Municipal status. The other urban authorities are Kangema, Kigumo and Kandara. The District is divided into five administrative Divisions, namely: Kigumo, Kiharu, Kangema, Makuyu and Kandara. These administrative Divisions are also the Educational administrative Divisions.

Statistics available from the District Education office reflect the enrolment of pupils, teacher, the number of schools to be as follows:
<table>
<thead>
<tr>
<th>Level</th>
<th>No. of Schools</th>
<th>Pupils</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td>580</td>
<td>340391</td>
<td>849</td>
</tr>
<tr>
<td>Primary</td>
<td>393</td>
<td>25460</td>
<td>12660</td>
</tr>
<tr>
<td>Secondary</td>
<td>147</td>
<td>24699</td>
<td>6516</td>
</tr>
<tr>
<td>Total</td>
<td>1120</td>
<td>84204</td>
<td>20025</td>
</tr>
</tbody>
</table>

Each of the Divisions is in turn divided into three Educational zones. Each zone is under an Assistant primary schools inspector (A.P.S.I) while a division is under an Assitant Education Officer. For Kiharu where this research was conducted, this researcher has learned that Kiharu is divided into three zones as follows:

(1) Kiharu West zone. This zone comprises Mugoiri, Murarandia and Kanyenyaini Locations.

(2) Kiharu central. This zone comprises Weithaga, Gikindu and Mbiri locations.

(3) Kiharu East. This zone comprises Gaturi Location.
The number of schools in each zone is as follows:

<table>
<thead>
<tr>
<th>Zone</th>
<th>No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiharu West</td>
<td>40</td>
</tr>
<tr>
<td>Kiharu East</td>
<td>18</td>
</tr>
<tr>
<td>Kiharu Central</td>
<td>37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>95</strong></td>
</tr>
</tbody>
</table>

The District is best known because of the Giant Murang'a County Council and Murang'a farmers District Union which are reputed to be the best run in the country. The two organisations are involved in the Development of Education in the District. Speaking to this researcher the Clerk to the County Council confirmed that the council is responsible for running pre-primary Education. It is currently running 400 pre-primary schools as well as being responsible for training teachers for these schools. The Council spends about KSh.5,000,000 annually on these schools. The Council also runs village polytechnics and offers annual grants to the Murang'a college of technology. This year alone the council has spent about K.Sh.1,500,000. The council has however not invested
in the development of libraries. It regularly contributes to harambees for primary schools and has plans to build five boarding primary schools in each primary school. The Farmers Union is also a regular contributor.

THE SCHOOLS

ST. MARTIN'S PRIMARY SCHOOL

This school is situated on the all weather Murang'a Muriranja's road. It has its origins in the Mathari Catholic Mission in Nyeri where it was established as a school for orphans whose parents died during the Mau Mau war of independence. The orphans were transferred to Mugoiri mission where they used to go to Mugoiri primary school. It was registered in 1978 courtesy of the late Bishop Gatimu of Nyeri Diocese. It has classes from standard 5 to 8. It is a modern school and accepts boys from all over the country. The pupils are subjected to rigorous interviews before they can be accepted hence, only the bright ones go there. It has modern permanent buildings and well developed amenities like water, electricity and telephone. It has qualified teachers two of whom are approved teachers enjoying graduate status. It is relatively high cost and therefore
attracts children of families that are well off. It has consistently performed well in K.C.P.E. and ranks among the top schools in the country as shown by the following table:

<table>
<thead>
<tr>
<th>Year</th>
<th>Position in District</th>
<th>Position in Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>1979</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>1980</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1982</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1985</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>1986</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

It has a pupil population of 160 pupils.

MURANG'A TOWN SCHOOL P. SCHOOL

Established in 1916 though the site has changed at various times for example in 1939 when it temporary became Army barracks. It was originally for Asian children and the first African children were admitted in 1982. It has a pupil population of 653, 336 boys
and 317 girls, majority of whom are Africans. It has currently 16 streams and has permanent buildings as well as other ammenities like water, electricity and telephone.

Due to its location in the heart of town, most children come from middle class families like civil servants, doctors, teachers and from the business community. The schools' performance from 1982 has been as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Position in</th>
<th>Position in Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>1983</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>1986</td>
<td>81</td>
<td></td>
</tr>
</tbody>
</table>

This is the only school in the District that runs a successful magazine called 'The Township Observer, run by the school journalism club.
GITHAGARA PRIMARY SCHOOL

This was established in 1948. Situated in a coffee growing area is a fast growing school and currently has 20 streams with a population of 752 pupils 356 girls and 356 boys. It has also expanded to other areas and has two direct offshoots in the form of Mirichu primary school and Mwara primary school. All buildings are permanent and has facilities like water and telephone. However equipment is still to be properly developed as parents have concentrated in constructing classrooms in the other primary schools. Only 2 year results in K.C.P.E. performance were available. In 1985 it was number 155 in the District and 103 in 1986.

WEITHAGA PRIMARY SCHOOL

Established in 1903, the school is situated near the Weithaga Mission, one of the earliest places to be settled by the missionaries in the last century. It is one of the oldest schools in the country and was the first school to be registered. It is situated in a rich agricultural area about 30 kms from Murang'a town. Most of the buildings are permanent. It has a population of 740 pupils, 375 boys and 365 girls.
The school performs quite averagely in K.C.P.E. Available results are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Position in District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>286</td>
</tr>
<tr>
<td>1983</td>
<td>3</td>
</tr>
<tr>
<td>1985</td>
<td>25</td>
</tr>
</tbody>
</table>

ST. MARY'S PRIMARY SCHOOL

Established in 1936, the school is within the Municipal Council of Murang'a. The site of the school has changed a number of times before coming to the present site. It has permanent buildings but the school is poor facility wise compared with the above schools. This is because there are no cash crops grown in its catchment area and parents rely on the sale of maize and beans. It has 16 streams with a population of 655 pupils 340 boys and 315 girls. Performance in the past few years has been as follows:


### 1.3 THE ROLE OF THE LIBRARY IN EDUCATION

To appreciate the role of the library in Education it is important to be clear on what we mean by Education. This is because as will be shown later, the role the library will play will depend on the way a country or society defines Education. The International Dictionary of Education defines Education as

"Organised and sustained instruction designed to communicate and understanding valuable for all the activities of life"²

The role the library plays in Education has changed greatly in recent years. Joan Brewer, 1981³ has attributed this change to a number of factors. She points out that Libraries

<table>
<thead>
<tr>
<th>Year</th>
<th>Number in District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>103</td>
</tr>
<tr>
<td>1983</td>
<td>44</td>
</tr>
<tr>
<td>1985</td>
<td>53</td>
</tr>
<tr>
<td>1986</td>
<td>43</td>
</tr>
</tbody>
</table>
are now referred to as Resource Centres, media centres or even Instructional Centres. Libraries are no longer simply used for recreational reading of pupils or for use during timetabled library lessons. The concept of open access has replaced closed access because of the dictates of modern methods of teaching and learning.

The past few years have witnessed rapid growth in information. This is what is called information explosion or the information storm. There is too much information for us to read in the form of books and other publications, non-book media in data banks etc. The Library in its sophisticated form should be able to offer indexing and abstracting services to the users for us to benefit from this information. At the same time, for students to benefit, emphasis should be switched from teaching to learning, on the students discovering information on their own as well as problem solving. In other words students must learn to use libraries in their search for information. Hence there is need to set up libraries in schools. It has also been learnt that we learn differently. Some learn best by reading, others
by talking while others learn by doing. The library should cater for these different groups.

Certain technological and curriculum changes have taken place. The development of the cassette tape and the film has brought about the need for storage of these materials so that they can be retrieved easily when needed. Similarly methods of instruction have also changed. Emphasis is now on individualised instruction, small groups as well as large group instruction and the library is called upon to provide materials and staffing for all these groups. The library also caters for the needs of discreet groups in the school. It has to cater for the information needs of the parents, administrators as well as the teachers. The library is therefore part of the information network of the society.

The role of the Library in Education is determined by a number of factors. A crucial factor is the operational definition held by a country. If the definition is narrow the library facilities will be limited. The definition of Education in colonial Kenya was narrow and so libraries developed very little. The teacher remained the primary source of information and there was no need for libraries as a result.
Education aimed at training Africans for clerical jobs in the society and this kind of education did not require libraries. In Kenya even up to this time teaching is very teacher centred and school libraries have not properly developed. Rarely are our pupils encouraged to research or given independent projects that require independent search of information.

Resources available are another important factor. The resources should be there, should be available varied and relevant. However the quality is more important than quantity. Where possible non-book media should form part of the collection. Stocking libraries with books and non-book media is not enough. The material should be properly selected as well as acquired. This material should also be organised in such away that it is easily retrievable by users. It should also be arranged in such away that it is protected from dust, water, and pests.

The users and the way they stimulate the service is another important factor. They should be aware of the uses of the library and the librarian has a role to play in user education. To be effective he must be properly trained.
It is now accepted that the library is no longer one room with shelves along the walls and large tables set out in neat rows with several chairs at each table. A good library has areas for individual and group study as well as cataloguing, classification and other administrative process. A well designed library will inevitably have space for story telling for children. This is more so for libraries in primary schools. While this may appear to be asking too much given that primary schools do not even have cupboards to hold the small collections they already have, there are strong reasons for maintaining library standards. Books are expensive, some have rarity value and are difficult to replace even when funds are available. The library should be constructed in such a way materials cannot be destroyed by natural disasters like floods, climatic factors like abrupt weather changes and from biological causes like pests, hookworks and fungi.
REFERENCES

1. Kenya Ministry of Finance and Economic Planning,
   Murang'a District Development Plan.
   1984-1988 p.1


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1.4 STATEMENT OF THE PROBLEM

A library has been defined as books, manuscripts and other materials for study kept for convenient use and enjoyment. In a library, books must be systematically organised and the library must provide service to users by being open throughout. In the cases of school libraries, this service to users involves the provision of materials that supplement the curriculum, stimulate independent thinking and create an atmosphere conducive to learning.

A good school library is one where resources are available, varied and valuable. The quality of the resources is more important than the quantity. At the same time the right human resources must be there to offer service to the users. The library should also be housed in a modern purpose built building which is well lit and well ventilated. The library building should have adequate space for storage of materials for pupils to work with, materials, for preparation of materials as well as for issuing and returning of materials. The location of the library is also very important as the library must be
accessible to the users.

Few of our school libraries could be said to meet the above specifications. Some do not even have what would look like a semblance of a library. To some, any collection of books is a library. We have few schools with buildings specifically constructed as libraries. In some schools, classrooms have been converted into libraries while in others, cupboards in the classrooms serve as libraries.

This however does not mean that awareness on the need for libraries is not there. Newspaper articles, Editorials and letters to the Editor in our Dailies all reflect this awareness. However, there has been little deliberate research in this area particularly as it relates to the primary schools. M.Ed. projects of Kenyatta University students and the Nairobi City Council Survey (1970)¹ are notable exceptions. Research by people like Gakobo (1973)² and Kinyanjui (1977)³ is mainly centred in secondary schools.
There has also been a deliberate policy by the Government to enact relevant legislations for the development of libraries in our schools. Carrol (1981)\textsuperscript{4} points out that even during the legislation of schools, provision of libraries is very rarely included. The schools that have libraries owe this to the initiative of parents, teachers and headmasters. Consequently library standards are not always followed and the management of the libraries is poor. Library standards incorporate all the important aspects of library provision like size, funding, collection, staffing and services rendered to users.

This study does not aim at increasing the volume of research in the field of primary school library facilities. The study seeks to examine library facilities like accommodation, organisation and management, staffing and funding as well as to highlight the short-comings in our libraries. It is hoped that the attention be drawn to the need for giving the primary school libraries more consideration.
The realisation is that libraries play an important role in life-long Education as well as in the formation of a reading society. For long-life Education to become part of our culture, reading as a habit has to be developed and nurtured in the early years of children's lives. There is no better time for this than when our children are in the primary school.
BIBLIOGRAPHY


1.5 PURPOSE AND SIGNIFICANCE OF THE STUDY

The study intended to:

1. Study the existing library facilities in selected primary schools in Kiharu division of Murang'a District of Central Province.

2. Enquire into how the resources are acquired and selected, organised accommodated and made available to users.

3. Investigate who is responsible for running the libraries and their qualifications.

4. Highlight some of the shortcomings and suggest how these shortcomings can be overcome.

It was hoped that the study would stimulate interest for more research in the field of primary school libraries. By highlighting some of the shortcomings, it was hoped that the study would draw the attention of the Government, parents and teachers to the urgent need for improved school libraries.
1.6 SCOPE AND LIMITATIONS

In this study only 5 out of 93 were studied. Out of the 5 schools 1 of them was boarding while the other 4 were day primary schools. All the schools were from Kiharu Division of Murang'a District.

The study was confined to an investigation of the library facilities that exist in each of the 5 primary schools. The study investigated whether the primary schools had purpose built buildings to house libraries. The study was also interested in whether certain standards are followed in the construction of these libraries. The study also enquired into the methods schools used in acquiring these material i.e. whether materials were acquired through direct purchase by the school or through donations. It also sought to find out whether schools had special budgetary allocations for the development of the libraries.
The study also investigated the selection procedures adopted in the acquisition of materials. In particular, the study was interested in whether schools had selection policies for materials as well as who was responsible for selection and what kind of materials schools bought for the library. The study investigated the way materials selected were organised and the convenience of the organisation system to the users the classification systems in use were investigated. The question of who was responsible for running of the libraries was looked into. This involved determining the qualifications of the personnel as well as ascertaining when they were available to serve the users.

Finally the study attempted to find out whether the schools made effort to establish their pupils did any reading on their own and what materials they read. The study investigated the problems faced in these libraries and suggested ways of solving these problems.

The study had certain attendant limitations were:
1. The sample size was too small 5 out of 93 schools were studied. It was not possible to have a larger sample because of the limitations below.

2. The time available for the study was too short; about only 2 months were allocated for the project.

3. The schools were scattered and the researcher had to cover considerable distances to collect data.

4. The funds allocated were hardly adequate to cover costs of travelling, typing, paper as well as subsistence.

5. It also became clear that teachers have a wrong concept of what a library is. Most Headmasters confused library books with fiction and class readers. Some insisted on the presence of English language teachers to assist them in responding to the questionnaire. In fact one of the headmasters was surprised to learn scientists can be librarians. A pilot study might have been necessary but this was not possible because of shortage of time.
CHAPTER II

REVIEW OF RELATED LITERATURE

One common criticism levelled at Educated Kenyans is that they do not read after leaving school. It has been pointed out that about 98% of Kenyans do not do anything after school except perhaps the occasional newspaper. In 1985, a Daily Nation Editorial reported that the Kenya National Libraries service was concerned that because of not reading, most Kenyans,

"have become illiterate by default after leaving school."¹

The Editorial expressed similar sentiments and deplored the fact that reading as a habit has not caught up with Kenyans. The Editorial defined a reading society as one,

"With a majority of people who read because reading is a form of their lives, a habit which they cannot do without."²

Ng'ang'a (1982)³ reports the Vice President Mr. Mwai Kibaki as having expressed similar sentiments.
The Kenya Times, reporting Mr. Kibaki's sentiments at length said,

"The greatest problem in public Institutions is that the people who leave universities and are employed in Government or State Corporations, make up their minds that they have had enough education. You meet the same brilliant student five years later and he has become quite illiterate in the science in which he got a distinction."\(^4\)

The Daily Nation editorial goes further to lash at those Kenyans who read cheap novels in the name of reading. The Daily Nation described such novels as'

"Cheap, devoid of any information value. Most are cheap novels whose entertainment lies only on the cleverness of their plots and the exquisiteness of their turn of phrase."\(^5\)

But very rarely do we address ourselves to the causes of this apathy. Ng'ang'a (1982)\(^6\) suggests that we have not made the concept of life long Education a habit. Powell (1984)\(^7\) would argue that our primary schools have failed in forming this habit in our
pupils. Powell believes that future use of library depends on whether the user read frequently as a child, at what age he began using the library, the degree to which the parents read, and with whom the respondent started using the library.

Others have felt that our definition of Education is narrow and that it rules out the library as playing an important role in teaching and learning. Umbima (1980)\textsuperscript{8} attributes the negative attitude to reading to narrow utilitarian aims of Education like the passing of Examinations. This emphasis in our curriculum has meant that students only read textbooks to pass Examinations. A 'culture' of text books has therefore developed among our students. This view is also held by Trehan and Malhan (1980)\textsuperscript{9} who have blamed the poor development of libraries in India on too much concentration on the syllabus to pass Examinations. Our Education system has also been criticised for not been innovative enough to encompass other methods of learning like the discovery method, the project method and individualised instruction. Cook (1981)\textsuperscript{10} points out that where the different methods of instruction have been accepted, the library is called
upon to provide facilities in terms of space, materials and staffing for individuals, for small groups, for large groups and for all these combinations to be accommodated at the same time. Unlike in the West, we have not taken the library as an effective Educational tool. Ray (1981) summarising the situation in the West writes,

"The library must be recognized as an essential part of the school work, and the Teaching program of the school needs to be planned in such a manner that the library plays a central role." ¹¹

Although there has not been any deliberate policy by the Government in regard to the development of libraries, similar sentiments to those by Ray have been expressed by Kenyan scholars like Maleche (1973)¹² and Gakobo (1985)¹³. The Government owned Newspapers, the Kenya Times in 1985 wrote,

"Without libraries, there cannot be good primary schools, no effective secondary schools and no productive universities." ¹⁴
The Library Association (1977) goes further and sees libraries as important for progress. The Library Association quotes Charles Babbage, a natural philosopher as having remarked,

"Remember that accumulated knowledge like accumulated capital increases at compound interest but it differs from the accumulation of capital in that the increase of knowledge produces more rapid rate of progress."\(^{15}\)

On the whole development of libraries in Kenya has lagged behind. Perhaps this is a result of what we have taken as priority areas. In the implementation of the 8:4:4 system of Education, emphasis has been laid on the construction of workshops and extra classrooms without including the libraries. We have not seen the *Kenya Times*\(^ {16}\) view that the library is an effective support service for the 8:4:4 system. Kinyanjui, the Director of Education was quoted by the *Daily Nation* as having said that for the 8:4:4: curriculum to be effectively covered,

"a reasonably well run library should be constructed at all levels of our schooling
It must however not be forgotten that a lot of growth has taken place in our Educational system since independence. More schools have been constructed to cater for increased enrollment of pupils, particularly after the introduction of free primary Education: Maleche (1973)\textsuperscript{18} points out that this increased enrollment of pupils has meant that resources will be spent to provide for greater numbers. According to Maleche, the library will not be a priority for quite some time because of these demands. This point is easy to see given that about 30\% of our National Budget currently goes into financing Education: Umbima (1980)\textsuperscript{19} goes further to point out that the shortage of library facilities is a result of other competing demands and pressures like Water, Agriculture and Industry.

One might want to link the issue whether we have accepted libraries as effective Educational tools with the attention we have given to librarianship on the National level. As of now, this country can boast of very few qualified librarians. Except for the Kenya Polytechnic that offer certificates in librarianship,
the only other institution is Kenyatta University that offers library education to post graduate students. The result is that our Secondary Schools, Teachers Colleges do not have qualified librarians. The few qualified librarians there are find opportunities in public libraries, the Universities and publishing firms where remunerations are more attractive. Umbima (1980)\textsuperscript{20} points out that schools may have posts for trained librarians but the salaries attached be too low to attract qualified people.

Our primary schools depend for their teachers on the Primary Teachers Colleges. For a long time, studies in librarianship have been offered to trainees even in the most elementary form. Mwathi (1983)\textsuperscript{21} reports that with the establishment of Resoruce Centres in these colleges, library studies will now form part of these colleges. However, the effectiveness of this means to be seen as most of these resource centres are manned by unqualified people. This fact is reflected by the general lack of organisation in these Resource Centres.

We have very little research conducted in the field of library Education. This situation is worse in the
field of primary Education where almost no literature exists except Kenyatta University M.Ed. Projects. The Nairobi City Council (1970)\textsuperscript{22} carried out a survey but this was mainly for City Council Schools. Perhaps this lack of literature is what has contributed to the lack of age appropriate literature and not the greed for profits by Multinational Publishing firms as pointed out by Kitonga (1984)\textsuperscript{23} and Kaguti (1985)\textsuperscript{24}. Infact, Chakava, in his defence of the Publishing Industry is reported by the \textit{Daily Nation} (1984)\textsuperscript{25} as having argued as having that the publishing industry in Africa is underdeveloped. To Chakava, this underdevelopment

"is the cause and result of low readership in Africa".

We also do not have competent personnel in our school libraries to select, organise, and to disseminate materials as well as to avoid duplication of available materials. Most of the primary school libraries are manned by teachers appointed by Headmasters. These teacher-librarians have other school duties to perform. Some of them do not even have interest in this kind of work. This explains why at times pupil volunteers
are left in charge of libraries. This is more prevalent in our secondary schools.

The stock or collection in primary schools is not always adequate. Rarely does it meet the definition of stock as given by the library Association. The library Association defines stock as

"any material conveying information and ideas, factual or imaginative, which can be usefully organised and made available in a library for pupils to refer to or borrow."\textsuperscript{26}

Gakobo (1979)\textsuperscript{27} describes a good library as one with curriculum books, comprehensive reference, fiction for all ages as well as magazines, newspapers and periodicals. The library should therefore reflect the dynamism of the school.

Stock selection is the most difficult responsibility of the librarians according to Oldham (1981)\textsuperscript{28}. If poorly selected, Oldham points out there is a danger of the stock reflecting the personality of the selector. The selector should be aware of the three most important criteria for
the selection of materials namely, the currency of the materials, their balance and also variety. The school curriculum should guide the selector in the relevance and currency of the material of the school stock. The library collection should cater for the needs of children of different ages, classes, interests, habits and tastes.

It is also important that the library caters for the needs of the staff. Those responsible for selection should ensure that there is material in the library for the professional reading of staff, their recreational reading, as well as material that deal with the curriculum at depth. There should also be material not necessarily linked to the curriculum but necessary for teachers.

A lot of material in our primary schools is poorly selected. There is no selection policy on the school level in most schools. This selection policy is also lacking on the National level. Kaungamno (1979) mentions that such a selection policy exists in Tanzania. This problem in Kenya is compounded by lack of appropriate selections aids. Our teachers who may not be familiar with reviews in the periodicals,
Newspapers, books exhibitions, galleries and bibliographic listings have at times to rely on American and British Bibliographies that are not always relevant. The other important are the publishers catalogues. These are not always adequate, and also are not always reliable because the publishers are out to sell and therefore will not point out weaknesses in their products. It is therefore not surprising that there is an over reliance on the so referred recommended books from the Ministry of Inspectorate.

The collections in the primary schools are also small. Yahya (1970) observed that primary schools in Nairobi have an average of 1079 books and that the range in Nairobi schools is between 2000 - 2,500 books per school. However, it should be noted that as pointed out by Malhan and Trehan and Trehan (1980) it is not the quantity that matters but the quality of the selection. There is an obvious disparity in the availability of library facilities between the rural Districts and the Urban areas. The urban schools have more facilities than those in the rural areas. According to Maleche (1973) and Kinyanjui (1973). Whether this is true of schools in the not so affluent parts of our urban centres like Nairobi's East lands could be a
subject for research. What can be said with certainty is that schools in urban areas have more access to sources of information like public libraries than those in rural areas, Ray (1968)\(^3\) feels that schools in the rural areas therefore need a wider collection than those in urban areas.

The issue of collection also raises the important questions of which classification and cataloguing systems are suitable for our primary school libraries. Ray (1979)\(^3\) is of the opinion that where the stocks are small, there is no need for very elaborate classification schemes. She suggests that teacher librarians might find classification by subject e.g. Nature study, poetry useful. Umbima (1980)\(^3\) suggests a simple Author, title, index supplemented by a subject index.

Most of the collections are acquired through the initiative of parents, teachers and headmasters as the Government does not provide special funds for library development. This explains why 65% of our secondary school students do not have access to libraries as pointed out by Kibaki (1984)\(^3\). Occasionally schools receive books in the form of
donations. These donations are not always related to the needs of the schools as the donors do not always consult schools on what materials the schools need. Frost (1972)\textsuperscript{38} writing about Tanzania points out that some of the material is obsolete and Kaungamno (1973)\textsuperscript{39} makes very similar observations.

The management of school libraries is also poor. Not all libraries have up to date records of how books circulate, which books are available and which books have been misplaced or lost. The stock is not always constantly checked for material which is out of date, in poor physical condition or which material has been overtaken by more recently published materials. Circulation statistics are not always kept. Circulation of materials involves sorting out issues like the number of materials that can be borrowed at a time, the length of time materials can be checked out, recovery procedures, who the borrowers are, and replacement obligations for lost items.

The other important issue relates to when the library facilities are available for use. Most class timetables have periods allocated for library use. However, this facility is not always made use of.
Some libraries only operate when the teachers appointed to run them are free, and not when the users want to use the libraries.

The general situation in regard to our libraries is best described by Gakobo (1973) when he points out that most of the stock is poorly selected, not classified and unkempt. Kinyanjui (1979) is more apt in regard to schools he studied. He comments.

"There was an apparent lack of effort in the acquisition and selection of library stock to ensure maximum economy, maximum quality and maximum adaptability to the local needs."
2. Ibid., p. 6
6. Ng'ang'a op. cit., p. 313.


18. Maleche op. cit.

19. Umbima op. cit.

20. Umbima ibid.


27. Gakobo. op. cit. p. 22.


30. Nairobi City Council. op. cit.


32. Maleche op. cit.


35. Ray, G.S. op. cit. p. 11

36. Umbima, op, cit.


41. Kinyanjui *op. cit.* p. 11.


18. Oldham, B.E. "Selection, the greatest responsibility" in the School Librarian. 29 (1) 1981.
CHAPTER III

3.1.1 METHODOLOGY

The study was limited to the 5 schools in Kiharu Division of Murang'a Division. The study employed the survey method to investigate the existing library facilities in the schools selected.

The original aim was to select schools from the municipality and some from the rural hinterland through a process of random sampling. 2 schools from the municipality would have been selected and 2 schools from the rural area. However the schools in the rural area far out numbered those in the Municipality. This method was dropped in favour of where any 3 schools in the Division would be selected through random sampling. The researcher went by K.C.P.E. performance in 1986 and picked 3 numbers without checking which school bore these 3 numbers. It turned out the numbers were 25, 45 and 103. These numbers were according to K.C.P.E. performance in the District. The schools chosen were Githagara, Weithaga, and St. Mary's. All the 3 primary schools are day primary schools and are near perfect.
representation of rural schools.

St. Martin's primary school and Murang'a Township were chosen without subjecting them to elaborate sampling techniques for a number of reasons. Each of these schools is unique in its own ways. St. Martin's is the only boarding primary school in the District and is a consistent good performer in K.C.P.E. It ranks among the top 10 schools in the country. It was felt this could serve for comparison purposes. However it is not within the scope of this study to find out if there is a bearing in performance and availability of Library facilities. Entrance to this school is very competitive and only bright pupils are accepted. It charges high fee and serves children from relatively affluent families who are likely to respond more to the needs of the school as parents are mainly educated professionals. Muranga Township was choosen because it is the only true urban school in the District. Children in this school come from families of civil servants from the District headquarters and other professionals and business men in town.
2.1 RESEARCH TOOLS

The study employed 3 major research tools:-

(1) Questionnaire
(2) Interview
(3) Observation

1. THE QUESTIONNAIRE

A simple straightforward questionnaire was constructed. Questionnaire was made deliberately easy to avoid confusing the teachers, mainly the Headmasters, majority of whom have no training in librarianship.

The questionnaire was made in such a way that in most cases, teachers just indicated Yes or No to questions asked. Where their views were required, they were given enough space to write them down. The teachers could even use extra space if they felt this was necessary.

The questionnaire covered such areas of library facilities such as buildings, space, size of collections,
stock management and circulation. Aspects of library use such as opening times were covered. Therefore the whole area of library standards provisions was covered. The questionnaire were then delivered by hand to each of the 5 schools. They could not be posted because of constraints of time. The Headmasters or their appointees were requested to respond to all the time. They were given 3 days after which the questionnaires were collected. In all the schools the Headmasters however waited for the researcher to clarify certain issues. The researcher explained the apparent difficulty areas and tried as much as possible not to influence the decision of the respondents.

In most cases the questionnaires were filled by the Headmasters assisted by the English teachers. There was a tendency in almost all the schools to confuse the library as a place for the reading of novels. At other times the Headmaster enrolled the services of Deputy Headmasters who are responsible for the stores.
2. THE INTERVIEW

This way mainly used to supplement the questionnaires. It took the form of casual contacts with members of staff in the schools visited. Most of them after initial mistrusts and suspicions were quite co-operative. General information in the District was obtained through interviewing personnel in the District Education office. The Assistant Education Officer was interviewed on the general status of libraries in the Division and plans for the future. The District Education Office gave information on the enrollment of pupils, teachers and the number of schools in the District.

A number of pupils were interviewed in connection with the number of books they had read in order to confirm they had actually read the books they had indicated they had read. The involvement of the County Council in Education was explained to the researcher by the Clerk to the Council in County Hall. He was cooperative.
3. OBSERVATION

This method was used to confirm what the Headmaster had indicated in the questionnaire. This was mainly in the form of visits to the book-stores, to see and make notes on the general arrangement, the age samples of certain books to determine their relevancy and currency. The same procedure was adopted with the cupboards in the classrooms.

Only in 1 school did the researcher encounter some resistance.
DATA ANALYSIS

All the questionnaires were filled in and collected. The data gathered was analysed using frequencies and percentages.

1.1.3 FIELD ADMINISTRATIVE PROBLEMS

Some of the problems faced were:

1) Most teachers were suspicious as to what the researchers intentions were and at first did not want to volunteer any kind of information. The researcher attributed it to fear of scrutiny and inspection.

2) Headmasters were uncomfortable when responding to questions related to finance. This was so in regard to questions 18 and 19 on the actual amount of money spent in purchase of books.

3) The records of books in some schools were in various places. It was therefore a tedious exercise to get the totals required.
(4) The researcher was not satisfied with the response to question 11 which asked for a breakdown of the books in the library. In 1 school the Headmaster was concerned to see that the total tallied with the total in question 10.

(5) In some schools Headmasters thought that only English related books comprised the library. In 1 school the English teacher for standard 8 was asked to respond to the questionnaire. He was not able to give all information and the services of the Headmaster had to be recalled.
CHAPTER IV

4.0 ANALYSIS AND PRESENTATION OF DATA

Five questionnaires were sent out. All were returned completed by the Headmasters.

4.1 FINDINGS:

AVAILABILITY OF LIBRARIES

At the time of visit no single school had a purpose built library. St. Martins in the previous years had a class meant for the library. This had been converted into a work-shop. Also in Murang'a Township a room that had originally served as a central library had been converted into a store. Only three schools (60%) had class libraries. These schools are St. Martins which starts from Std. 5 to 8, Murang'a Township and Githagara. However Githagara had libraries for the lower primary only. The other two schools - Weithaga and St. Mary's did not have what would qualify as class libraries. In St. Mary's only Std. 8 had a class library.

In Githagara the books were kept in cupboards in
in the classes. The same was happening in Murang'a Township. In St. Martin's books were kept in the Headmasters office awaiting installation of cupboards in classes. Plans for this were at an advanced stage as the school committee had sanctioned the installation.

In Weithaga books were scattered in the Headmasters office. Books for upper primary in Githagara were also kept in the Deputy Headmasters office and the staff-room. In Murang'a Townwhip the books were kept in a store behind the Deputy Headmasters' office. In all these stores were to be found other equipment such as games kits and agricultural implements.

<table>
<thead>
<tr>
<th>TABLE 1: AVAILABILITY OF LIBRARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF LIBRARY</td>
</tr>
<tr>
<td>Central</td>
</tr>
<tr>
<td>Class Libraries</td>
</tr>
<tr>
<td>No. form of Library</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
4.2 NATURE AND SIZE OF COLLECTION

Murang'a Township had an average of 35 books per class. With 16 streams it has approximately 560 books. The actual figure was 350 books for upper primary and 360 for lower primary. In the lower primary each class had a set of 60 books, classified into 10 groups depending on the level of difficulty. Together with other books on general reference the school had about 1,000 books. However, reference here was used to mean the books teachers use for teaching and not the conventional meaning i.e. Dictionaries, encyclopaedias etc. The school had only 10 Dictionaries and about 40 maps and atlases. Most of the reference books were in the book store. The store had shelves around the walls and books were arranged according to classes they were meant for. However this collection was not deliberately selected (see selection of materials) but were a result of accumulation over many years. Hence some books were out of date e.g. A Brief History of Ancient Times by John Hughes published in 1926. Other books were not relevant e.g. People in History by R.J. Unstead Published in 1956 which was mainly on English History covering the Tudors and Stuarts. Sometimes the store had many copies of the same title e.g. there were over
30 copies of *East Africa through a Thousand Years* by Were.

In Githagara primary school there were about 400 books most of which were readers for lower primary. They could be more but those the teachers thought useless were tied in bundles and kept in the store awaiting destruction. One obvious weakness was the inability to diversify copies bought. Too many copies of the same title were to be found. Out of 59 titles bought last year for one class the distribution was as follows:

<table>
<thead>
<tr>
<th>Title</th>
<th>No. of copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moses</td>
<td>10</td>
</tr>
<tr>
<td>Moses &amp; Penpal</td>
<td>10</td>
</tr>
<tr>
<td>Moses &amp; Mildred</td>
<td>10</td>
</tr>
<tr>
<td>Moses on the Move</td>
<td>10</td>
</tr>
<tr>
<td>Moses the Camper</td>
<td>10</td>
</tr>
<tr>
<td>Moses and the Kidnappers</td>
<td>10</td>
</tr>
</tbody>
</table>

All these are from the same series - The Moses Series. St. Mary's had about 300 books while Weithaga had about 600 books. The same could be said of the stocks in these 2 school in terms of
currency and relevance. St. Martin's had a stock of about 200 books but this school has wealthy parents who buy books for the children. Most of these books are current as this is a new school and does not suffer from the problem of accumulation. Except for globes, none of these schools had non book media (NBM). The figures for which materials in the library were fiction, class readers, reference, could not be relied upon. In one school they were deliberately tailored to add up to the number of books indicated to be held by the library.

**TABLE 2 SIZE OF COLLECTION**

<table>
<thead>
<tr>
<th>SIZE OF COLLECTION</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of books at all</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0-250 books</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>251-500 books</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>501-750</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>751-1000</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>No. of Schools</td>
<td>No. of Library lesson</td>
<td>% of schools</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>

N.B. In St. Mary's only standard 8 timetable had a library lesson. The school is considered as having no library lesson.

The times when pupils could borrow books varied from school to school. These varied from school to school. These varied from specified times for Githagara, to when the teacher was available for Weithaga, to only during library lessons for Murang'a Township, and all the times for St. Mary's (Std. 8) and St. Martins. During these lessons, pupils exchanged books under the supervision of the teachers. In 4 schools (80%) pupils only read English story books or English Language related books. Only in one school (20%) were pupils allowed to read Swahili books. Reading of other subjects in all the schools was not allowed during the library lessons.
4.3 Acquisition of Books

Only 3 schools (60%) purchased library books directly. These are St. Martins, Githagarra and Weithaga. All school received book donations of one form or another. The most common donations were from the area member of Parliament who in the past had donated books as well as funds.

The other important source of books was the parents. Parents were expected to buy one book per child per year in Githagarra, Weithaga and Murang'a Township and parents for Std. 8 in St. Mary's. Response for Githagarra and Murang'a Township was quite good. In St. Martin's each pupil was supposed to bring 1 copy per term from the parents. Response was very good. Given that each class in St. Martins has an average of 35 pupils, this means that 35 books circulates in each class per term. Hence 460 books circulate in each class every year. Therefore approximately 1840 books circulate in St. Martin's every year. Some parents in St. Martins buy more than the 3 prescribed titles every year.
However in all these schools except St. Martins the books belonged to the parents. In St. Martins the parents plan to donate the books to the library once the cupboard have been installed in the classrooms.

The following tables illustrates what reading has taken place in each of the five schools for the 1st six months of 1987. Each class consisted of 35 randomly selected pupils.

**STUDENTS READING FOR THE FIRST SIX MONTHS OF THIS YEAR 1987**

**ST. MARTIN'S**

<table>
<thead>
<tr>
<th>No books at all</th>
<th>No. of pupils</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>6 - 10</td>
<td>9</td>
<td>25.7</td>
</tr>
<tr>
<td>11 - 15</td>
<td>11</td>
<td>31.4</td>
</tr>
<tr>
<td>16 - 20</td>
<td>11</td>
<td>41.4</td>
</tr>
<tr>
<td>21 - 25</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>26 - 30</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>
## MURANG'A TOWNSHIP

<table>
<thead>
<tr>
<th>No books at all</th>
<th>No. of pupils</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0 - 5</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>6 - 10</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>11 - 15</td>
<td>10</td>
<td>28.6</td>
</tr>
<tr>
<td>16 - 20</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>21 - 25</td>
<td>6</td>
<td>17.1</td>
</tr>
<tr>
<td>26 - 30</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
</tr>
<tr>
<td>No books at all</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>0 - 5</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>6 - 10</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>11 - 15</td>
<td>19</td>
<td>54.3</td>
</tr>
<tr>
<td>16 - 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21 - 25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26 - 30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>
### ST. MARY'S

<table>
<thead>
<tr>
<th>No. of pupils</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No books at all</td>
<td>0</td>
</tr>
<tr>
<td>0 - 5</td>
<td>25</td>
</tr>
<tr>
<td>6 - 10</td>
<td>7</td>
</tr>
<tr>
<td>11 - 15</td>
<td>3</td>
</tr>
<tr>
<td>16 - 20</td>
<td>0</td>
</tr>
<tr>
<td>21 - 25</td>
<td>0</td>
</tr>
<tr>
<td>26 - 30</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
</tr>
</tbody>
</table>
The tables show:—

(a) that in 4 out of 5 schools (80%) only a few pupils had read less than 5 books this year. In St. Martin's only 2 (5.7%) in Githagara 1 pupil (2.9%) Murang'a Township 1 pupil (2.9%) Weithaga 3 pupils (8.6%). St. Mary's which
has a library for Std. 8 only 25 pupils (71.4%) had read less than 5 books.

(b) In two schools (40%) 13 pupils (37.1%) had read between 6 and 10 books this year. These schools are Murang'a Township and Weithaga. In Githagara 3 pupils (8.6%) had read between 6 and 10 books while in St. Martin's 9 pupils (25.7%) had read between 6 and 10 books. In St. Mary's 7 pupils (20%) had read between 6 and 10 books.

(c) On the 11 to 15 books group, St. Martin's had 11 pupils (31.4%), Weithaga had 19 pupils (54.3%) Murang'a Township had 11 pupils (31.4%) St. Mary's had 3 pupils (8.0%) and Githagara had 9 pupils (25.7%).

(d) On the 16 to 20 books group St. Martin's had 11 pupils (31.4%) Murang'a Township had 4 pupils (11.4%) Weithaga and St. Mary's had nil pupils (0%) and Githagara had the highest 20 pupils (57.1%).

(e) On the 21 to 25 books group 2 schools (40%)
recorded new pupils. These schools are St. Mary's and Weithaga. St. Martin's had 1 pupil (2.9%), Murang'a had 6 pupils (17.1%) and Githagara had 2 pupils (5.7%).

(f) On the 26 to 30 books group 3 schools (60%) had nil pupils (0%). These schools are Weithaga, St. Mary's and Githagara. The other two schools St. Martins and Murang'a Township had 1 pupil each (2.9%).

4.4 FINANCING THE LIBRARY

None of the 5 schools had a special budgetary allocation for the library. St. Martin's had a donation of KSh.3,200/- with which they planned to install cupboards in the classrooms. Again only St. Martin's had plans to construct a library in the near future.
TABLE 5 FINANCING THE LIBRARIES 1987

<table>
<thead>
<tr>
<th>Money allocated for library</th>
<th>no. of school</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money allocated for library</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>No money allocated for library</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

Last year 1 school (20%) did not buy any Library book at all. 2 schools (40%) bought 50 books while 2 schools bought between 51 and 100 books.

TABLE 6 NUMBER OF BOOKS BOUGHT LAST YEAR

<table>
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<tr>
<th>schools</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>No book at all</td>
<td>1</td>
</tr>
<tr>
<td>0 - 50</td>
<td>1</td>
</tr>
<tr>
<td>50 - 100</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>
Except for Githagara which bought 60 Library books all the other schools bought reference books for teachers.

4.5 OTHER READING MATERIAL

Only 2 schools (40%) did not subscribe to magazines and newspapers. 2 of the 3 schools (66.6%) that subscribed did so only to the 3 dailies, The Nation, The Standard, and The Kenya Times. Only 1 copy of each was bought. Most likely only teachers ever used these newspapers. The other school subscribed to 22 copies of the 3 dailies.

4.6 REFERENCE MATERIAL

One school (20%) did not have a single dictionary. The other 4 schools (80%) had dictionaries. In 1 school (20%) parents bought dictionaries for their children and their number would not be ascertained. Only Githagara, Weithaga and Murang'a Townwhip had bought dictionaries for pupils. These were grossly inadequate given then number of pupils. Githagara with 752 pupils had 3 dictionaries i.e.
1 dictionary to about 250 pupils had 4 dictionaries i.e. 1 dictionary to 185 pupils. Muranga Township with 653 pupils had 10 dictionaries i.e. 1 dictionary to about 65 pupils. Only 1 School (20%) had an encyclopaedia. This was a children's encyclopaedia in the store which was too ragged to be useful.

In one of the schools, the teacher appeared unaware of the existence of any encyclopaedia - the only other reference sources were maps and Atlases. In St. Martin's parents bought Atlases for their children. St. Mary's had 15 maps, Atlases, Muranga township had 4. These were all survivors from the past. Their general condition was an indication that they were a result of many years of accumulation.

4.7 STOCK MANAGEMENT

It has already been indicated that most of the collections were too small. It was also evident that most of the collections were poorly managed. Only in 2 schools (40%) had there been some attempt to classify them. In Githagara, useful books had been sorted out and arranged according to different subjects in the book store. Muranga Township had gone further and arranged them according to the classes
they were most appropriate for. The arrangement was quite neat. Weithaga had also attempted to classify but the order was destroyed by users who did not bother to replace them in their right slots. In all the above cases there was no marking to indicate that a particular shelf for example contained language or fiction. In St. Martin's books were placed on the shelves without any order at all. In all the schools, the store was also used for keeping, games kits like balls and even wheelbarrows.

Teachers who used cupboards made efforts to be neat. Again this was only in Murang'a Township and Githagara. From the situation observed in the stores, books were vulnerable to attacks by pests like rats.

4.8 CIRCULATION AND PERSONNEL SERVICES

None of the schools had a trained librarian. There was no uniformity in regard to systems of circulation of materials and the keeping of records. In St. Martin's the class masters selected material they though relevant to their classes and gave them to the pupils. They also supervised the exchange of
books bought by the parents and kept the records of these books. The format of the circulation records was one where each pupil was allocated a separate page in an exercise book. The teacher then wrote down the title of the book borrowed, the date of borrowing and the date of expected return. The student was issued another title when the one issued earlier was read and the same details entered for the new issue. Sometimes, pupil volunteers were used. In this school the period the pupil kept the book depended on the nature of the book.

Githagara and Murang'a Township had a near system similar to the one used by St. Martin's. The Deputy headmaster kept records of each class teacher and the books borrowed for a particular class. (see the appendix for a sample record form from Murang'a Township). The class teacher then used a similar form to the one used in St. Martin's except that here the title of the text was at the top of the form and the names of pupils were listed as they borrowed. Githagara primary did not have printed formats but records were kept in hard cover notebooks. In Murang'a Township books were borrowed for a period of
1 week, while in Githagara for 2 weeks. In St. Mary's where only Std. 8 had an operating library the English teacher ran the library. Books were borrowed for 1 week. In Weithaga there were no library lessons on the timetable and this was left to the discretion of English teachers. Pupils borrowed books for 1 week and language teachers kept all the records.

In all the schools replacement for the losses was the responsibility of parents.

5.1 SELECTION OF MATERIAL

The schools had different methods of books selection. In St. Martin's the greatest responsibility for buying book lay in the parents. Where possible class teachers selected the books they needed. In Weithaga the role of selection was left to subject panels appointed by the Headmasters. In St. Mary's the Std. 8 English teacher advised parents on which books to buy. In these 3 schools, the teachers seemed unaware of selection aids like publishers catalogues etc. Visits to the bookshops only were familiar. However Murang'a Township and Githagara delegated responsibility for selection to class teachers.
The class teachers in Murang’a Township used catalogues from the publishers and book sellers. Githagara School relied on the recommendations from the inspectorate as well as publishers catalogues.

It was clear that the issue of variety of materials was not taken seriously. A good example is the Githagara one where out of a total of 60 books bought last year all of them were from the same series, The Moses series. 6 titles in the series and 10 copies of each title were bought. In the final analysis only 6 titles were bought for the library that year. A lower primary class library randomly selected reflected the following randomly selected titles and copies available:

<table>
<thead>
<tr>
<th>Title</th>
<th>No. of copies</th>
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<tbody>
<tr>
<td>Mtoto wa Maina</td>
<td>20</td>
</tr>
<tr>
<td>Lazy Little Zebra</td>
<td>16</td>
</tr>
<tr>
<td>The Old Cat</td>
<td>17</td>
</tr>
<tr>
<td>TKK suplementary Gikuyu</td>
<td>22</td>
</tr>
<tr>
<td>Kadogo and School</td>
<td>18</td>
</tr>
</tbody>
</table>

This weakness was rampant in all the schools.
Sometimes books selected were ordered from the Kenya School Equipment Scheme. All teachers interviewed and Assistant Education Officer complained of delays in the distribution as well as considerable delays of as long as 1 year before books reached the schools. Even then they were in insufficient quantities.

As pointed out in (4.4 acquisition of books) all schools received book donations in form of funds or books. However where book donations were given some of the books turned out to be irrelevant American books which the pupils could not use. Some were too advanced for pupils in primary schools. In the case of money donations 1 school complained that though the donor had given the school latitude to choose what they needed, the bookshop management selected books for the schools which turned out to be discards of old stocks in the bookshop. Though it has been suggested earlier that sometimes too many copies of the same title was bought by the school the chosen titles were relevant and appropriate. Some had large prints as well as plenty of illustrations.
PROBLEMS

All schools (100%) pointed out they did not have enough money to buy library books. 1 school (20%) in 1987 had money allocated for the library. This money however would go to the construction of cupboards in the classrooms and not to the purchase of books. 1 school complained the stock was inadequate especially texts and reference materials like dictionaries. Only 2 schools (40%) pointed out the problem of lack of a purpose built library. However from observation all the schools had this problem. Stores were hardly the right places to store books as it was difficulty to preserve books from pests like rats. Most books had accumulated dust and those on the floor were showing signs of destruction from humidity.
5.1 FINDINGS

It was found that none of the schools had a purpose-built library or central library. Only 3 schools (60%) had class libraries. Even these left a lot to be desired. Githagara had not managed to have class libraries in all classes. In St. Mary's only one class had a library.

This is the situation in almost all the schools in the Division. The A.E.O. when interviewed observed that only St. Martin's had plans to build a library. Those schools with class Libraries left a lot to be desired. Some of the titles were old and lacked variety. They were not even enough for the pupils. It was also evident that the schools were not aware that there are standards that library buildings should meet such as provision of reader space, routine administrative processes like classification and cataloguing. To them any room could serve as a library. Hence Murang'a Township had converted
a room that had originally served as central library, where books and other paraphernalia were kept. In St. Martin's they had plans to put up a room to serve as a central library and the Headmaster was unaware of the facilities mentioned above. The class meant to be a library in St. Martin's had been converted into a workshop. This attitude is not confined to primary schools only. As pointed out elsewhere, the County Council spends millions on workshops and nothing on libraries in the Districts' College of Technology.

The stock in all the schools is poor. Most of the library books were originally meant as class texts and not library books. Most of them found their way into the library because curriculum changes had rendered them useless. These books are to be found in all the schools where they have accumulated over the years. In one school, the researcher found titles in history used in the early sixties. In all the schools observed, non-book material were no-existent. These non-book material require electricity which even some of our rural Towns do not have leave alone the schools.
It was encouraging to find that the schools were aware they can build up their collections through donations. However the sources of donations were confined to the enterprising area member of parliament who has regularly given money and book donations. None of the schools was aware of The British Council. Another source that should be encouraged is the parents. If the parents were to be convinced to donate the books they buy their children to the school library, the schools would in less than 5 years be in a position to have enviable libraries. Statistics given for St. Martin's illustrate this point. Currently only parents in St. Martin's have plans to donate these books to the library.

The problem is that some rural parents believe that responsibility for buying books is the States'. The few that agree to buy books may not allow the children of those who do not buy to use their books. In 2 schools visited children who had not bought books were already being denied books bought by other parents as they did not have books to exchange with other pupils.

For this system to work efficiently the teacher
should be more involved in determining and advising parents on which books to buy. At the parents the parents may buy books inappropriate to pupils in terms of academic level and emotional development. The Headmaster of one of these schools is already uncomfortable that parents' leisure reading sometimes finds its way into the schools. In addition to other sources already referred to, the teachers should be alerted to the existence of Kenya National Library Service Mobile services to supplement their collections.

Contrary to what has become popular thinking in this country that pupils do not read (see Ch.II), this study has shown that given encouragement and facilities our children can become consumers of information. The study has shown most pupils in the schools studied had read between 11 to 15 books in only six months. In some of the better primary schools pupils have read between 16 to 20 books in the same period. This gives impressive averages per month.

It was encouraging that some schools are aware of selection aids like publishers catalogue as well as visits to the bookshops. It is also encouraging that
some Headmasters have delegated responsibilities for selection to class teachers and even panels of teachers. However these teachers have very little to select as most schools do not have special budgetary allocations for libraries. Where donations are available teachers should be allowed to select what they require.

The management of stock available in most schools is poor. Most of the teachers were not familiar with classification systems. The best classification system found in only 2 schools was classification by subject. 1 school went further and classified books according to the classes they were meant for. This is ideal for small libraries. In the other schools observed books lay scattered in the store. This has a number of implications.

(1) That it is difficult for pupils and teachers to find the books they want.

(2) Books are vulnerable to destruction by water, dust and pests.
Lack of even elementary knowledge of library procedures like classification means that circulation systems and maintenance of records are also poor. In some schools the records were kept in the Headmaster's and Deputy Headmaster's office. Getting these records together is a very tedious process. The system where the Deputy Headmaster recorded books given to a teacher and then the teacher recorded books given to the pupils could be streamlined. However given that teachers have no training in librarianship, they should be commended for taking initiative. It is worthy noting that library studies have for a long time not been offered in our primary teacher colleges. Even now shortages of qualified teachers in Library Science in colleges hinder the success of the programme.

The concept of the library held by teachers is narrow. Most teachers conceive the library as only concerned with the reading of story books mainly written in English. The library is not seen as a place where pupils can go for additional information in other subjects. This is partly because teaching is very teacher centred where the teacher is the only source of information. Pupils rarely get
assignments that require independent research. This has affected the teachers concept of reference material. To most teachers reference material includes only the books they use in teaching. Reference materials in librarianship are sources consulted for particular bits of information and not meant for continuous reading. They include dictionaries, encyclopaedias and manuals. Only dictionaries were available though they were in short supply. It is a reasonable deduction that pupils rely on teachers for meanings of words. One does not need to be a linguist to know the damage this is likely to cause.

All schools realise the value of newspapers and magazines. In most of the schools these were confined to the three dailies. These were not in sufficient quantities and hardly left the staffroom. This was mainly the case in rural schools where even teachers had no access to Newspapers. Magazines like Rainbow which is of Educational Value in primary schools was not available in rural schools.

In Murang'a Township pupils readily came into contact with all sorts of magazines and Newspapers. This was because their parents are mainly civil
servants, teachers, doctors and other professionals in Towns. In St. Martin's children brought magazines from home at beginning of term. Magazines are like books in the sense that some are suitable while some are not. A bit of censorship is called for. The Headmaster of St. Martin's observed that this occupied him a lot in the beginning of each term.

It was also learnt that the library is not one of the areas the inspectors consider when they visit schools. Workshops are given more prominence. The A.E.O. told this researcher that it is left to individual schools to construct libraries.

Most of the schools cited, common problems like. Lack of funds as well as affecting the development of libraries. None felt lack of professional qualifications was a serious problem. They did not have a problem of getting books as there is a large bookshop in Murang'a Town.

5.2 CONCLUSIONS:

These are based on data obtained from the schools, interviews and observations.
1. The poor development of libraries can be attributed to the fact that we have not enacted the relevant legislation to make the construction of libraries compulsory. The 8-4-4 system stresses more on workshops than on libraries.

2. That accommodation of library material remains a serious setback. Practically none of the schools has proper storage of materials. Conservation is therefore difficult.

3. Financing of the libraries is also a serious problem.

4. The idea of parents contributing to library development through donations should be encouraged. However it is likely to result in a lot of duplication of material and also to irrelevant material finding its way into the library. Unless it is closely monitored by the teacher librarian.

5. It is also clear that most Headmasters, teachers and the A.E.O. have a wrong concept of the library. To them a library is a place for reading story books and not to further their knowledge through research.
6. That inspectors do not inspect whether schools have libraries and the quality of materials in the libraries.

7. Though some schools have delegated selection roles to class, subject-teachers or panels, very little selection takes place because the number of books bought each year is small. Teachers seem to be only aware of selection aids such as publishers catalogues and visits to the Bookshops. The teachers are also not consulted on what books they need whenever book donations are given.

8. Stock management is poor in some schools. Books are in poor condition even where teachers would easily have repaired them. Pupils handling of books also reflects some carelessness.

9. Our educational system is too much teacher-centred and downplays the library as a resource centre. It has too many examinations and pupils and teachers spend most of the time on prescribed books.

10. Attempt is made at keeping and maintaining of records of books in circulation. However there is no uniformity and records are not always in one central place.
11. Teachers do not have the basics of librarianship hence maintenance of records is poor and conservation is not taken seriously.

12. That contrary to popular thinking that pupils do not read, there is a lot of reading by pupils. The greatest obstacle to reading is not pupils reluctance but shortage of facilities.

13. Although this could be researched further it does not seem true that the older the school is, the more facilities it has. What seems to determine what a school has is the pupils' catchment area particularly the professional standing of the parents.

5.4 RECOMMENDATIONS

1. Having noted that there is no legislation for the compulsory development of school libraries, the Government should treat its enactment as a priority. There is need to give libraries the same emphasis accorded to classrooms and workshops. The 8-4-4 system of education should emphasize on the development of libraries.

2. It is understood that construction of modern purpose-built libraries is expensive especially
within an economy operating under strains. Schools could do well in the initial stages to strive to develop class libraries. Reasonable sized cupboards should be installed in each class to hold collections deemed necessary for the needs of each class. Class libraries if properly organised will serve the same ends served by central libraries.

3. Selection of materials should be done with a lot of care. The responsibility for selection should be left to panels appointed by the Headmaster instead of class teachers. This will help in preventing personal biases from interfering with the materials selected.

4. This calls for trained personnel. In the long run it will help if there is a crash programme to train teachers - librarians. Teaching of library studies should be intensified in colleges and in-service courses for those already in the field.

5. Schools should annually set aside special budgetary allocations through libraries. Parents' contributions through donations should also be emphasised. However instead of parents buying
books for their children to bring to the library, a special library fund should be imposed on parents to give teachers opportunities to select appropriate and relevant material. This will avoid duplication of material in library.

6. There is need to familiarise teachers with possible sources of books that could supplement what they have in the libraries. They should be familiar with, for example, sources like Kenya Book Foundation and the British Council. It is imperative that teachers in cases of donations be involved in the selection of material they feel are necessary for their schools. The services of Kenya schools Equipment Scheme should be streamlined to avoid red-tape so that books are distributed with minimum delays.

7. Conservation and preservation should be stressed in library studies curriculum. Teachers should be trained to value book preservation as an important responsibility just like Book selection. Inspectors should inspect the condition of school libraries just as they
inspect workshops and class teaching.

8. The management of stock should also be streamlined so that proper records of book issues are kept as well as circulation issues so that replacement of losses can be done with minimum delay.

9. Pupils should be encouraged to view the library as a resource centre from where all their information needs can be satisfied. For this to be successful there is need to change from teacher centred classes where pupils have a responsibility to look for information on their own. Exercises given to pupils should be such that the pupils are required to maximize the facilities available in the library.
BIBLIOGRAPHY


APPENDIX

QUESTIONNAIRE

PLEASE ANSWER THE FOLLOWING SIMPLE QUESTIONS TO THE BEST OF YOUR KNOWLEDGE.

Name of the School. ____________________________

Year when the school was started. ________________

1. Pupil population
   Boys ____________
   Girls ____________
   Total ____________

2. Does the school have a library? □
   Answer 3, 4, 5, 6, if the answer to 2 is yes.

3. What is the area of the library in square metres? ________________

4. Indicate the number of each of the following items of furniture in your library.
   Desks □
   Chairs □
   Book shelves □
   Reading tables □
   Other furniture □

5. How many pupils can the library sit? ____________________
6. Do you have one main library or several class libraries? Please tick.
   One main library       [ ]
   Class libraries        [ ]

7. If there is no main library where do you store the library books.
   The headmasters office [ ]
   The Staffroom         [ ]
   The classrooms        [ ]
   Others (please specify.) [ ]

8. Where in the classrooms are books kept if you have class libraries?
   ____________________________________________

9. When is the library open for use.
   All the time. [ ]
   At specified times [ ]
   When the teacher librarian is available [ ]
   Any others (Please specify) [ ]

10. Approximately how many books does the library have?
    ____________________________________________

11. Indicate the approximate proportion of each of the following types of books in your library.
12. Does the timetable include library lessons?
   Yes
   No

13. If Yes, how many periods per week?


15. How are the library books acquired?
   Direct purchase by the school
   Donations
   Others, please specify.

16. Do you subscribe to periodicals, magazines, newspapers etc.
   Yes
   No
17. If Yes, how many? ________________

18. How many books did the school buy in 1986? ________________

19. Do you have special funds allocated to buy school library books?
   Yes [ ]
   No [ ]

20. If Yes, how much per year? ________________

21. Are the books classified?
   Yes [ ]
   No [ ]

22. If Yes, is this classification by
   Title? [ ]
   Subject? [ ]
   Author [ ]
   Any others (Please specify) [ ]

23. Do you have a trained librarian in your school?
   Yes [ ]
   No. [ ]
24. If No, who runs the library?
   - A teacher appointed by the head
   - Any Teacher
   - Pupil volunteers
   - Any others, please specify

25. Are the pupils allowed to take library books?
   - Yes
   - No

26. If Yes, for how long?
   - 1 week
   - 2 weeks
   - 3 weeks
   - Any others, specify,

27. Do you keep a record of the books the pupils borrow?
   - Yes
   - No

28. How many reference books do you have in the library?
   - Dictionaries,
   - Encylopediaes
   - Maps, Atlases
   - Any others (specify)
29. What do you think are the major shortcomings of your library which need improvement?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

30. Whose selects the books to be bought for the library?

   The Headmaster
   
   The class teachers
   
   Selection committee of teachers
   
   Any others, please specify

31. Briefly explain how you decide which books to buy.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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<thead>
<tr>
<th>DATE</th>
<th>NO</th>
<th>NAME OF PUPIL</th>
<th>DATE RETURNED</th>
<th>REMARKS</th>
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