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ISSUES IN THE PROVISION OF INFORMATION SERVICES TO DEVELOPING COUNTRIES

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ABSTRACT

The paper discusses the issues of information services to developing countries within the specific context of the generation, processing, storage, access to and use of development information. These are discussed under four sub-heads: information services and developing countries; information services in developing countries; information services to developing countries; and information services for developing countries.

INTRODUCTION

Information services are products of information systems. Briefly defined, an information system is a set of resources-men, materials and procedure, designed to attain information goals within particular socio-economic environments which produce and utilize the system as a tool for development. At the national level, information systems seek to provide data of value for formulating policies, development planning, plan implementation and monitoring as well as for other decision — making activities affecting the lives of the citizens within the economy.

The role of information systems at the national level is particularly crucial to developing nations in view of the numerous post-independent problems such as rising unemployment, malnutrition and starvation, social divisions and rivalries, rural — urban migration and debt crisis. Solutions to the issues relating to these problems require constant and adequate supply of accurate and timely information. This paper seeks to examine the subject of information services to developing countries within the specific context of the generation, processing, storage, access and use of development information. It will focus attention on a number of issues which are critical to the provision of library and information services to the developing countries. These deal with the critical aspects of national development as they relate to the questions of national security, and the continuous dependency on the North by the South for informational and other related activities. The issues will be examined and discussed under four broad sub-heads, namely: information services and developing countries; information services in developing countries; information services to developing countries; and information services for developing countries.

INFORMATION SERVICES AND DEVELOPING COUNTRIES

Although it will be incorrect to assume that developing countries constitute one homogeneous setting, yet these countries share a number of common characteristics and attributes in addition to those associated with them by Kurian (1978) and Odle (1979) which serve to distinguish them as a group. Prominent among these characteristics are those of:

(i)   a dominated economy and technology;
(ii) social, cultural and economic disarticulation,
(iii) political instability; and
(iv) a general inability and concommitant incapacity to provide adequate living and health standards for the bulk of their population.

It is in the midst of these characteristic obstacles that Third World countries are constantly seeking through national development efforts, to overcome the problems which confront their attempts at successfully battling the process of underdevelopment.

The desire to win this battle in all its ramifications, provides in part, the justification for information services in developing countries, the primary objective of which, is the provision of information for development. Here the functional role of information is that of a social good and an instrument for liberation. It provides the Third World countries with the knowledge base they require to fight the process of underdevelopment by (i) making their respective populations conscious of their englobing reality; (ii) ensuring their complete understanding of economic and political processes at home and abroad; and (iii) fostering their ability to participate in the decision making process which deals with national development and survival (Schiller, 1978). Unfortunately an inordinately high input of resource and strategic data vital to developing nations for preserving their sovereignty, and sustaining even and balanced development, resides in the industrialised nations of the world. Information activities in most Third World countries suffer from the absence of relevant expertise in the areas of generation, processing, storage and retrieval. The observation by O'Brien and Helleiner (1983) sums up to the historical basis of the information problems in developing countries, and the new direction dictated by independence in the following words:

> Information access among dependent countries was largely irrelevant in colonial systems and also largely so where there were dominant powers enjoying spheres of influence. But political independence and even partial delinking from the transnational economic system through nationalization and other measures have radically changed the environment of information need and access.

This observation conclusively illustrates that access to relevant information is fundamental to the ability and capability of Third World nations in overcoming the process of underdevelopment. It points to the very crucial need for developing countries to develop and control their information and communication infrastructures highlighted by Schiller (1978) when he argued that:

> Political independence can scarcely be maintained and economic self-determination is unthinkable without firm national control of the information system. Accordingly, the right and the necessity to control the national information system — what comes in and what comes out — is not some petulant demand nor is it an expression of incipient despotism. It is an indispensable prerequisite for the preservation of sovereignty.

The technological implication of this need to control the national capacity for information services underscores the debate which surrounds the relationship between the industrialised world and developing nations as it affects the capability of these nations to implement information systems and their respective domains.

The beneficial use of information in planning, plan projection, plan monitoring, and plan evaluation is largely a feature of centralized planning — a recourse which almost all state systems adopted after World War II. In developing countries, such planning is bedevilled in many cases by the lack of a clear development ideology, and where such an ideology has been articulated, countries concerned have had to withstand a series of international reprisals. Consequently, the information flows crucial for development in many Third World countries have become highly segmented, divisive and uncoordinated. Similarly, the communication levers which support these flows have become in the main monopolistic and unidirectional, thus the policies on information technology procurement result in the importation of high information and communication technology without the necessary support for its enhancement and maximization in both physical and sociological terms. Thus the nations of the Third World are faced with the resolving issues of :

(i)   continued dependency on the North by the South for technological infrastructure for their information services;

(ii)   transborder information flows, and the vulnerability of developing countries;

(iii)   the negative impact on these economies of transborder information flows;

(iv)   protection of piracy and cultural identity; and

(v)   information fragmentation arising from inadequate domestic policies on the centralization and propagation of information, and the absence of horizontal two-way information network.

INFORMATION SERVICES IN DEVELOPING COUNTRIES

The need to take a look at information services in developing countries reinforces the dialectical linkage which exists between information and development. It focuses on how critical accurate data and information are to the planning process. It also emphasises the need for the Third World countries to intensify their information generation and dissemination activities in order to avoid the problems emanating from (a) planning without facts; and (b) planning without peoples' knowledge of the facts which currently plagues some of these economies. This Section aims to give a brief state of the art of the delivery of information services together with the systems which motivate them.

The United Nations Organisation classified information systems into five different categories. These are (i) libraries and bibliographic systems, (ii) referral centres and ser-

vices, (iii) clearing houses, (iv) information analysis centres; and (v) data banks. These five centres represent a contiinuum from the least to the most processor of information. They develop in response to the information needs and uses within the particular economies. The direction and extent of their development depend in part, on these needs as dictated by activities within the economy, and on the ability and capacity of the economy to support information systems. Some of the issues involved in the latter, centre around the ideological role of information in the development process.

The origins of the five categories of information systems can be traced to three principal agencies, namely: private organisations, national governments and parastatals, and international agencies. Each of these agencies established information systems as a necessary adjunct to their operations. The types of data they collect and process for subsequent use fall under three broad categories: bibliographic, numerical or statistical and operational data, emanating from the performance and monitoring of the economy. These pieces of data derive from a number of sources including: (i) the publishing industry (books, journals, newspapers and magazines), (ii) research institutions (universities, industrial, agricultural, medical, other educational institutions and the armed forces); (iii) government and its agencies; and (iv) consultancy services.

In the case of private organisations, the establishment of information systems often carries with it the profit motive. To this extent, information tends to be regarded more as a commodity than as social good. Activities in the area of commercialised information have reached advanced proportions in the industrialised nations in all its ramifications as reflected in the development and operation of numerous computer based data bases in these societies. In most developing countries, however, the commercialisation of information is limited mainly to the activities of the print media. And even in this sphere, we are yet to witness the impact of the computer and other technologies which services for example, the New York Times Information Bank.

The Library has been the main developmental emphasis of the The Third World countries among the five categories of information systems discussed. This is due in part to the historical experience of these countries as ex-colonies, and the subsequent crave for education as a tool for developing manpower resources for their respective economies. To this extent, it can be said that educational and administrative demands led to the establishment of libraries. While the functions of bibliographic systems, and referral centres and services can be ascribed to national libraries in developing countries where they exist, available evidence on the African continent outside apartheid South Africa is sufficient to generalise the absence of information analysis centres, and data banks in most of these countries. In effect, the present picture places information services activities in developing countries at the lowest end of the spectrum. The library services in developing countries have not progressed beyond the traditional activities of circulation, reference, photocopying, inter-library loan, and occasional compilation of bibliographies. A few of them offer awareness/SDI services. O'Brien and Helleiner (1983) succintly summarized the shortcoming of the information situation in the Third World when they argued that:

> The basic informational resources of libraries and data banks, and the like that are available to the poorest countries are hopelessly inadequate, frequently taking the exclusive form of published sources arriving sporadically by sea mail to understaffed libraries.

If libraries in the developing countries are to be party to the dynamics of change in the information world beyond the traditional functions of acquiring, organising and providing access to published materials, then library managers and educators must devise a means of integrating library services in to the new order. Thus there is a need to transform libraries in developing countries from just bibliographic delivery centres for educational and research institutions to dynamic providers of information for operational purposes. This new direction places the onus on education for librarianship in developing countries. It is however, hoped that the African Regional Centre for Information Science, at the University of Ibadan, Nigeria and the School for Information Sciences for Africa at Addis-Ababa University, Ethiopia which took off at the beginning of the 1990—91 session, will rise to the occasion and provide the proper environment for this transformation process in their training programmes.

At the level of regional and continental information services, the International Development Research Centre (IDRC) has been pioneering some projects which could have revolutionary effect on information services scene in Third World countries. The Organisation is assisting in the development of various regional systems designed to "meet the information needs of planners and decision makers responsible for socio-economic development" (Aiyepeku, 1983). Three of these systems are currently operating effectively in the Third World, the Pan African Development Information system (PADIS), the Caribbean Information System for Economic and Social Planning (CARISPLAN), and the Latin American Planning Information Network (INFOPLAN).

The obstacles which libraries in the developing countries of Africa, Asia, the Middle East and the West Indies face in their effort to provide information services have been identified variously as: (i) absence of planning; (ii) lack of solid base for libraries; (iii) apathy on the part of government; (iv) limited resources; (v) lack of coordination; (vi) lack of professional involvement; (vii) poor communication; (viii) the problem of literacy; (ix) scattered population; (x) finance. These particular problems of libraries reflect some of the larger problems which plague the effectiveness of information services in the Third World countries, and which made the implementation of data banks and computerised information networks virtually impossible at least for now. Summatively, these problems can be stated as:

(i)   the lack of adequate and effective communication linkages (telephone, telex, and postal services);

(ii)   irregular power supply;

(iii)   unreliable transportation network;

(iv)   information segmentation resulting in unnecessary duplication of efforts;

(v)   the technology problem-hard ware and soft ware;

(vi)   expertise for system development; and

(vii)   proper ideological perspective to the information question.

INFORMATION SERVICES TO DEVELOPING COUNTRIES

Information services to Third World countries fall under two broad categories. The first category deals with the information services through the print and electronic media characterised in part, by the activities of the four major news agencies, namely:

Reuters, Agence France Press (AFP), Associated Press (AP) and the United Press International (UPI). There are also television programmes emanating from organisations like the British Broadcasting Corporation (BBC), Independent Television (ITV), the Greneda Television in the United Kingdom, the Columbia Broadcasting Service in the United states of America, many privately owned corporations and international organisations whose activities involve the preparation of educational and propaganda films.

The services deriving from these agencies and organisations either in the form of news or documentaries form part of the information in the developing countries.

The second category of information, services to developing countries emanates from published materials comprising mainly books and learned journals produced by the publishing industry. These materials form the input for various bibliographic files in computerised and other formats. Rada (1981), and Hall and Brown (1981) show that the bulk of the data bases which form the basis for information services to the developing countries reside in the North America and Europe. They originate from four major sources, namely:

(i)   research organisations (including universities);
(ii)   governments;
(iii)   private organisations; and
(iv)   international organisations

INFORMATION SERVICES FOR DEVELOPING COUNTRIES

This section aims to discuss the nature of information services for developing countries and the strategies for its attainment. The major concern here relates to number of issues which these countries must address in order to achieve the atmosphere conducive to implementing development — oriented information systems within their respective national borders as a first step to benefitting from existing and or proposed international cooperative information systems. The main issues which I believe should be considered are:

(i)   the need to reverse the present North-South information flow pattern— the objective here is for Third World nations to tighten their security while at the same time achieving a two-way flow;

(ii)   the need for a high level of self-dependency in the development and use of information systems--this would enable developing nations map out strategies for development within their respective countries, followed by similar development for regional co-operation in tackling the information problem;

(iii)   the need for South-South linkages, and for continued diplomatic and other means to ensure equity in information access, as well as greater privacy from encroachment via satellite technologies and other strategies;

(iv)   the need on the part of Third World countries to develop information technological know-how as a quintessential element of self-sustained development; and

(v)   the need for the development of fully articulated national policies on infor-
mation as a necessary starting point for future developments in the field.

A survey of information needs that should form the focus of a national policy on information yields the following three broad areas:

(i)   information for social and economic development;
(ii)   information for defence and security; and
(iii) information for international relations.

National information services under these areas should identify the various types of data to be collected as well as the mechanics for developing and administering national data bases in the various subsets comprising each area. This activity calls for total national development and the use of indigenous expertise, at both the level of individuals and organisations, for identifying the nature of information needs, the types of data that will respond adequately to these needs, and for designing, implementing and maintaining appropriate information systems which can deliver the required services in each area of need.

National capacity to design and implement appropriate information systems depends in part on a technological base in terms of the requisite brainwave in the field of S & T relevant to the design and implementation of information systems. It also depends on the nation's ability to produce and maintain the hardware for implementing information systems in terms of both high and low-level technological artifacts required for actualizing information systems projects. This in effect means that developing countries must develop independent technological capacities at both learning and creative levels referred to by Dore (1984) respectively as independent technology learning capacity (ITLC) and independent technology creating capacity (ITCC) for information handling operations. Developing these capacities is a function of educational planning which meets the criteria for achieving them. Developing countries can benefit from the Indian (Morehouse, 1985), Japanese Dore, (1984) and Brazilian experiences in a concerted effort to break the vicious information triangle in which developing countries export raw data in return for retrieved information, technology and media products from the United States of America and other developed nations.

Attention so far has been focussed primarily on what needs to be done at the national level. There is an equal need to carry these activities at the regional and continental levels as a necessary prerequisite for ensuring collective self reliance on the part of developing nations. It is in this regard that Rada's call for Third World countries to evolve a common information policy encompassing "data banks, databases, networks in the economics, S & T, R & D, cultural and mass media fields", as well as "a common policy towards communication, transborder data flows, satellite links and transfer of technology" becomes a worthy item for and adoption. The economic, political, security and legal arguments for this advice are summarized by Stadler (1981) in his contribution to the debate on transborder information flows. And talking specifically about this latter issue, Third World countries will do well to examine the concept, operation and problems of the Multi-Sectoral Information Netwrok (MSIN) (UNDP,

1984) in all its ramifications, and particularly as it affects information leakage and national security. The Brazilian approach to this issue which is succintly described by Kilgour (1983) and O'Brien (1983) is very instructive and highly commended for serious consideration.

In concluding this paper it is important to stress that Third World countries need to give serious consideration to the issue of democratizing information. No citizen will volunteer information to government or any of its agencies if he doubts the use to which the information will be put. As a corollary, development efforts suffer from the absence of proper mass mobilisation in the development process. Thus, Third World countries must do everything to enhance their information generation and diffusion activities in order to ensure that their social consciousness and awareness coincide at all times with the changing historical realities and necessities that have become important underpinnings in the long march towards sustained national development.

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THE MARGINALISED WORKFORCE: AFRICA'S LIBRARY AND INFORMATION PROFESSION

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ABSTRACT

The paper traces the marginalisation of Africa's Library and Information profession from the early days of independence through to the present time. Particular attention is paid to the professions' efforts since the 1970's to improve its status by attempting to prove that libraries = information = development, through the promotion of programmes such as NATIS. The conclusion suggests how the library and information science profession can achieve a more prominent position by responding more directly to Africa's information needs.

THE EARLY DAYS

During the era of Africa's political independence there arrived on the scene a small band of expatriates who were to set the course of library development in Africa during the crucial first few years. Evidence of their sojourn can be traced throughout East, West and Southern Africa in the form of library structures and the library traditions that are still in place today. Many of these pioneer librarians did to some extent show a far sighted perception of what the problems of establishing libraries in economically developing countries would be. They clearly intended to develop systems and services properly integrated with the social, economic and political circumstances of their communities. (Aguolu, 1978).

Yet it is not unusual for good intentions to go amiss and this is what happened in these formative years of post independence African librarianship. The legacy that the pioneers left behind failed to meet the objectives they had set themselves. What actually emerged from the early days were systems which reflected practice in the metropolitan countries. In most cases, the expatriate librarian probably had little choice. Having recently arrived in their adoptive countries they usually faced the exigencies of planning a new system, or occasionally reviving and strengthening embryonic institutions. No blueprints existed to assist them and their employers had little time for tentative or experimental beginnings. While therefore the library mission to Africa was certainly well intentioned, it was never the less guided by a cautious pragmatism, rather than results of any deep philosophical debate. This is

perhaps not too surprising, for if one looks at what the British Library profession was talking about in the late 1950s and the early 1960s one tends to find a preference for discussing the minutiae of routine and little concern with examining the broader issues. American Librarianship which was such an important source of ideas and inspiration was likewise suffering from a similar disenchantment. Michael Harris (1978) described this as follows:

> Discouraged on the one hand by their inability to increase library use significantly, and on the other hand by their seeming failure to elevate those who did use the library, American public libraries began slowly almost imperceptibly, to abandon their mission as originally defined by the founders. They were less able to provide reasons for processes that were being performed in their libraries, and they began to define functions such as recreational reading or informational service as ends in themselves. They had lost their way, most had completely lost sight of the founders' vision, and the few who could still see it had lost faith in its potential for fulfilment.

Since most of what was being provided in African countries in the early days was the new public library services, this stagnation of the Anglo-American tradition was highly significant. Indeed it is doubtful if the Anglo-American tradition was really in a fit condition for export to Africa. Exported it definitely was, however, and the advent of independence did witness a remarkable quantitative expansion of library services. Much of this early effort was concerned with the establishment of structures, the provision of bibliographical collections and the creation of patterns of bureaucracy. Unfortunately there seems to have been little discussion as to what Africa's own particular information needs were, and whether new solutions could be found to meet them.

Africa as a continent had, even prior to independence, a rapidly growing population with a desperate thirst for knowledge and educational advancement which the formal system of schooling could never satisfy. This is a situation magnified in the decades since independence and one surely ripe for responses from the library and information professions. It was not surprising therefore, that newly independent Africa accepted the public library ideal with ease and remarkable speed. For instance despite competition with other more obvious and pressing concerns such as the provision of hospitals and schools, legislation was enacted in many African countries soon after independence, committing governments to providing a free public library service. This was an extraordinary achievement when one considers that the same principle had only been won by the British and American library movements, after considerable effort had been expended. Unfortunately, however, the African public had not been consulted when the results of this legislation were put into practice. The people's verdict on the new library systems that were developed was not long in coming, and has stubbornly endured to this day. Their response to libraries has, all too frequently been one of sceptism and apathy. To the majority of Africans, libraries have appeared to have very little to offer.

Africa's librarians in turn soon began to wring their hands in anguish and lament the disinclination of the people at large to accept the obvious benefits obtainable from libraries. Soon Africa's governments rapidly lost their enthusiasm for library services, in part, at least as consequence of this public indifference. Librarians in turn started

to exhort each other to convince the decision makers of the importance of libraries. Unfortunately even after only a few years of independence the mould had been firmly set, and despite the initial enthusiasm, libraries and librarians were soon only grudgingly tolerated by governments and rapidly sank to the bottom of any national list of priorities.

LIBRARIES AND NATIONAL DEVELOPMENT

During the late 1960s and early 1970s, after the excitement of the early years of independence when new services were created and the possibilities seemed infinite, a mood of perplexity and frustration overcame Africa's library profession. Governments became disenchanted with libraries' lack of tangible achievement and librarians failed to plead an effective case or provide supporting evidence as to their worth. As the situation deteriorated, the tendency to evade the real issues increased. Nevertheless, and imperceptibly at first, African librarians started to be heard more frequently at international conferences, and appeared in written form in professional and academic theses. The major theme that started to be discussed this time was the issue of libraries and development. This was potentially a very fruitful approach to the task of rejustifying the role of the library profession to the government. The adoption of national development as the key issues of the 1970s seems clearly to have arisen from the spread of awareness among Africa's library and information profession of Unesco's (NATIS) National Information Systems concept.

NATIS and the programme associated with it aimed at bringing broad integrated perspectives to planning of a country's library and information sector. Africa's first real involvement with NATIS concept took place in 1970, at a meeting in Kampala, four years before the NATIS programme was formally called into existence at the 1974 Intergovernmental Conference. The Kampala meeting which included a number of Africa's leading librarians proceeded to prepare a set of guidelines for library development planning in Africa. The main focus of the recommendations centred around each country forming a single body that would be charged with the responsibility for developing an integrated library and information system that would be fully representative of the nation's interests. This would be established under the aegis of a government ministry and would play a decisive role in national development. The essentials of the NATIS approach were thoroughly explored at the Kampala meeting and it was obviously anticipated that as a result, library and information systems in each country would grow and flourish.

Tracing the evolution of NATIS concept in Africa takes one on a journey through almost every country on the continent. The International Conference on the Development of Documentation and Information Networks in East Africa held at Nairobi, Kenya in 1973, and sponsored by DSE was the next major contributor. The substance of this meeting re-iterated much of what was said at Kampala and at the same time led to the establishment of a series of user seminars. Organised and financed through DSE they spanned an eight year period from 1974 to 1981 and embraced almost the entire Southern, Central and Eastern African region including Sudan (1974), Tanzania (1974), Kenya (1975), Uganda (1977), Zambia (1977), Mauritius (1978)

Malawi (1978), Lesotho (1979), Swaziland (1979), Botswana (1980) and Zimba...
(1981). The object of these seminars was to create a dialogue between libra...
and, government decision makers, as well as to raise the consciousness and awa...
of these officials of the utility and value of information in the planning and dec...
making process.

One would have imagined that twenty years after the Kampala meeting, that e...
something definite would have emerged, or the entire effort to link integrated li...
and information systems and national development would have been pronoun...
failure and discretely forgotten. An appropriate point when efforts to promote...
approach could have been drawn to a close was provided in 1981. The DSE empl...
Martin Shio, with the assistance of Augustus Musana, to carry out an evaluation...
user seminars that had been conducted throughout Southern, Central and E...
Africa. (Shio, M. J. and A. Musana, 1981).

Shio's investigation, which was an opportunity either to show that there was s...
strength in the equation, libraries = information = development, or to help lay...
matter to rest, was a disappointment. The Report is vague, inconclusive and la...
the necessary detail which could have settled the issue. He identified a few init...
and implied that they were direct result of the seminars but offers no real evide...
that this is actually the case. More telling, perhaps, is the confirmation he pro...
of the total lack of progress in preparing national information policies, in co-ordi...
ing library and information services and in developing planning models for inte...
library and information services that could be incorporated into national deve...
ment plans. As these were the priorities identified in Nairobi as far back as 19...
when the idea of the user seminars was first mooted, the only conclusion is tha...
until 1981 there had been no real success.

The DSE, which sponsored the original series of seminars, showed no public s...
of dissatisfaction. Furthermore it was lobbied by librarians from Souther...
Central Africa not to discontinue the effort, despite the misgivings implicit in S...
evaluation report. So there began yet again another round of seminars and w...
shops which recommended with Malawi in 1984 and subsequently Swaziland, Les...
Zimbabwe and Botswana before concluding in Zambia in 1988. The objecti...
these seminars will no doubt sound familiar, echoing as they do, the issues first ra...
in 1970 in Kampala and resurrected over and over again during the intervening de...
or so. Improving planning and decision making capabilities, assisting socio-eco...
and cultural development, contributing to national development efforts throug...
provision of library and information services, sensitizing government officials t...
efficacy of information, are all to provide a familiar theme that can be traced ba...
to the early 1970s. (Huttemann, 1985).

Many of the individual papers prepared for this new round of seminars w...
extremely good, and the reported discussion was very often rich and candid. D...
culties, problems and failures were all highlighted, and for reason alone, perhaps...
series of seminars was extremely valuable. (Huttemann, 1987). Despite the...
positive aspects, the firm impression that one comes away with, after readi...
various proceedings, is that little has changed in the twenty years since the...
meeting took place in Kampala. It is perhaps an irony that March 1990 wi...

a DSE sponsored seminar in Kampala, on the establishment of a national I and D network for agenda.

WHY NATIS FAILED IN AFRICA

The recurring themes of NATIS in Africa during the last two decades have almost without change covered the following areas

(a)   information is a pre-requisite for national development, development planning and decision making;

(b)   developing countries are developed because they are information rich;

(c)   Africa is less developed because it is information poor;

(d)   As information is the librarian's essential concern, it therefore follows that improved national development will result from more and better libraries and more and better librarians;

(e)   it was strongly recommended that governments should legislate for the setting up of national information co-ordinating bodies that will provide mechanism for the enactment of a national information policy;

(f)   all types of information service (although usually only libraries are specifically mentioned) should be banded together to form a co-ordinated national information network that will in turn establish regional and international links with other information systems and services.

It is these ideas that were supposed to provide the Trojan Horse that would enable Africa's library profession to set itself free from the marginal role it enjoyed, and once more become the focus of government's attention. However, appealing as these ideas may sound, there is little evidence that the assumptions so frequently stated have ever been acted upon or the recommendations implemented. Even when claims to progress have been made they more often than not present vague hopes rather than operational realities. The genesis of the failure of NATIS in Africa actually began at the very meeting that set Africa's librarians on the course that they have rarely deviated from over the last two decades. This was of course the Kampala meeting in 1970. The story of the meeting is symbolic of the reason why NATIS and the whole philosophy surrounding libraries and national development, have not had any effect that was originally imagined.

The Kampala meeting was convened by Unesco to consider a document to be prepared by Charles Deane Kent, who was at the time Director of the Public Library and Art Museum in London, Ontario. Apart from the final report prepared by Unesco in 1971, the documentation about this meeting is extremely slender, and only Stephen Parker gave some clues as to what actually went on, and more importantly that went wrong. (Parker, 1985). The intention of the meeting was that Kent would prepare a draft library development plan for Uganda that would serve as a model for the entire continent. Unfortunately, Kent arrived on the scene prior to the meeting to prepare his model plan just as Mr. A. A. Nekyon was concluding a formal inquiry into Uganda's Public Libraries Board which inter-alia accused the Board, and a number of senior

staff of inefficiency, incompetence, nepotism, mismanagement, and malfeasance which had already contributed to the ruin of library services. It was in such a climate that Kent proceeded with his task and it is little wonder that the result was not the planning model for Uganda, or the rest of the continent, that Unesco had originally envisaged.

The Kampala story is symbolic of the reasons why NATIS and similar programmes have had much less effect on African library and information services than was hoped. In these very beginnings, the creators of the Programme took insufficient cognisance of Africa's library information environment, and proceeded as if political and social conditions were an irrelevance. Instead the reality was ignored. Despite this calamitous start, the library profession, from the 1970s onwards, had identified the issues of libraries and national development as being of the first importance and the cause that could provide their salvation. However, although this issue has provided a full agenda for discussion from the mid-1970s through to the late 1980s, what has actually been said, has progressed little further than repeated assertions that libraries, could perform a vital role in development. However, defining that role in a way that convinces the decision makers seems to have been the major stumbling block that the profession has failed to surmount.

The first serious assault made on NATIS and its associated mythology was in 1979 by Tefko Saracevic when he was commissioned to undertake a study in preparation for the United Nations Conference on Science and Technology Development. Saracevic's critique was subsequently endorsed by a Unesco expert Gehrke who in 1985 recounted with wry humour his experience as a NATIS consultant in Africa. What Saracevic and Gehrke have to say is extremely important, for their contributions provided the most convincing clues as to why Africa's library and information services have not yet managed to feature in the development process at a national level and thus why librarians are largely ignored both by government and the public at large. A synthesis of both their views proceeds as follows:

- Government officials, planners and decision makers exhibit an extremely low threshold of awareness with regards to the utility of information, and remain stubbornly unconvinced of its efficacy as a factor in the development process. The necessary conviction that would make NATIS work is not evidenced in the top echelons of government service with people who hold the purse strings. Neither is information taken seriously at the second tier level of administrators and professionals. It is this category of government employees whom one would expect to benefit directly from NATIS inspired services. In general, however, they rarely utilise information in their day-to-day operations and more importantly infrequently urge their employers to provide new and improved information services. Even on planning or policy document, it is no more than a declaration of good intent that is never followed through or supported with the allocation of resources.

- Very few comprehensive national information plans and policies have ever been prepared, and even fewer have been elevated to the extent that they have become an integral part of national development plan or an essential factor in the planning process. Furthermore, no rationale exists as to why information, rather than housing, for example warrants a separate treatment in national development plans with its own agenda and its own policy formulation. Finally in the few instances where national information policies and plans have been conceived, no evidence exists that any action has been taken to implement them.

One of the major impediments to the governments' acceptance of NATIS and its associated offerings, rests with librarians themselves. The library profession is generally poorly perceived and the inability of librarians to properly prepare the necessary project plans that could give effect to NATIS, only reinforces the negative perception. While the involvement of librarians in planning national information systems is on the face of it not unreasonable, the perceived low esteem of them as being unable to do the job, as well as the lowly stature of their profession, has ensured the non-acceptance of NATIS. Just as librarians ensure a total ignorance of information as it relates to development, similarly planners and decision makers complain that librarians even know less about development issues as they relate to information. Finally little solace can be found after examining Africa's education and training programmes in library and information studies. They can best be summed up as being deficient, not only in terms of their content, but also in their inability to recruit suitable faculty and students. They are also clearly failing to provide the appropriate preparation to enable the library profession to relate 'one-to-one' with planners, decision makers and high level government officials.

Existing national information services and systems are usually based on a single under-resourced, understaffed, and under-developed 'focal point'. Usually the collection of information resources is confined to a single, perhaps a cluster of subjects, which have little direct relationship to national development priorities. The services offered are rarely matched to actual user needs, and the focal points have never succeeded in gaining a significant niche in the development process at the national level. Librarians talk consistently about co-operative services and networks, they are defensive, cautious and conservative, and unwilling to risk ceeding their tiny under-resourced little empires to a larger national system.

The information collections upon which these national services and systems are based are marginal, inadequate and over-emphasise bibliographical and referral information at the expense of resources that could provide quick, accurate and direct answers: Major problems exist with these collections in terms of availability, awareness of their existence, accessibility, selection, the facility to screen, synthesise, and discrimination, utilisation, as well as the application of information technology. All told, the majority of these so-called national collections are imbued with so many problems that they are unable to provide the solutions that Africa's planners and decision makers require.

International and multi-national organisations represent the last major piece in the jigsaw which characterises the failure of integrated library and information systems in Africa. Much of the literature they produce as well as in the studies and consultancies they conduct are of dubious value. The principal reason for this, is that despite the fact that they are attempting to promote the idea that information is an essential ingredient of planning and decision making, their own reports are virtually devoid of facts, figures, and data upon which informed decisions could be made. Many of these agencies pursue conflicting, contradictory, and unco-ordinated programme goals, and often engage their own internal or inter-agency feuding at the expense of the development programmes they are supposed to be providing.

THE FUTURE ?

In moments of despair, the question is, is there any future for library and information work in Africa? This must have occurred to most of the practitioners. Even the casual observer of Africa's library scene would find it difficult not to provide the most obvious answer—No. The achievements of library pioneers in the first years provided a beginning, but left a flawed legacy and a re-definition which has not yet been achieved. The effect of the national and continental crises that have bedevilled Africa's libraries

is more fundamental and more deeply rooted than the lack of financial resources. ...
even if library budgets were to be magically sated with an overflow of money, ...
crisis would still remain. In fact, it would probably be exacerbated as Africa's li...
rians started to puzzle how they could spend their new found fortunes.

The essential problems have been lack of a vision, an obsession with a fore...
library ethos — that as far as Africa is concerned, it is largely bankrupt, and ...
decades of wasted effort with programmes such as NATIS. There has in addition be...
a tendency to focus attention on the immediate day-to-day problems which has te...
to exclude the contemplation of longer-term problems and possibilities. Too ma...
solutions have either been sought through conventional library methods, which h...
been found wanting when applied in an African context, or through ideas that are ...
least one step removed from the struggle to provide services which meet actual ne...
In addition, too many features which are characteristic of Africa's information envir...
ment have either been ignored or perceived as obstacles that must be eradicated be...
libraries can flourish. Only rarely have Africa's librarian viewed their immed...
information environment in a positive light, to determine what attributes it posse...
and how they can be harnessed to provide the ingredients of an African library ser...
which clearly attempts to meet Africa's information needs.

Yet if, as one must believe, that there is a future for the library and informat...
profession in Africa, in which direction does the future lie and what changes, if ...
does it require? The first pointers to the direction to the future have already be...
provided by the proponents of what has been termed African librarianship. T...
major pre-occupation of this emerging library ethos has been to reconstruct the prin...
ples usually felt to govern the provision of library and information services, so as ...
match them more closely to Africa's potential library clientele. This has resulted ...
attempts to shift the emphasis away from service to the literate minority and foc...
service priorities on the illiterate and semi-literate majority. The proponents of Afri...
librarianship have tended to follow the precept set by Kingo Mchombu who has argu...
that librarianship for Africa must take the inescapable reality of poverty as its p...
occupation. This does not mean just the financial poverty as the main fact in the li...
of the great majority of potential library users. African librarianship as presen...
defined does not assume that shortage of money, scarcity of literacy skills, or impo...
rishment of the conventional booktrades provides a barrier to the development ...
library and information services. Instead it calls for a rigorous re-assessment of prio...
ties which inevitably means that some treasured aspects of service must be tempora...
scaled down, temporarily abandoned and relegated to the status of long-term plann...
possibilities. In their place, enhanced versions of existing services will be necess...
and new services will be developed. The services to emerge from this process are ...
yet undefined. What can be said of them, is that they will be a product of Afric...
own resources and will relate more directly to the continent's real information nee...

A new library and information paradigm, based on the recognition, that pove...
dictates a revision of priorities, and guided by the principle that self-reliance is ...
important, has to be rooted in clear ideas about users and potential users of infor...
tion. Unfortunately there has in the past been precious little serious investigation ...

published research which shows light on the actual information needs of Africa and its people. Fortunately over the past few years, there has been some small change. Aboyade, 1987, provided revealing accounts of information use in a rural Nigerian village. Some studies, notably those of Aiyepeku (1982); and Amaratunga and Shute, (1982) gave the first real shreds of evidence of information use by policy makers and researchers. These examples do however represent a major part of the very small body of systematic knowledge assembled by the library and information community on how information is used in Africa. The sad fact is that one can find little evidence from citations or allusions in professional library and information studies literature, that their work is actually known.

In sum, the available information is small in bulk and most of it has had no discernible impact on the information professions. The research that has been conducted is certainly not sufficient to anser the question that lies at the core of library and information work, viz. what do the people know? how do they know it? and what additional knowledge do they require? What is evident from even a cursory study of existing library services in Africa quite clearly points to the need for new types of librarian that will be able to provide a more direct challenge to Africa's information provision. Creating a library model that is less formal, less book oriented, more locally rooted and more precisely targetted at Africa's real and potential information users, is the challenge now confronting Africa's library profession. The new paradigm of library service that will emerge from this challenge must as a baseline be derived from Africa's information environment as it is, not as we wish it actually was. The actual form in which this realignment must take is outside the remit of this paper but whatever ideas are suggested, they must in the first place be based on an empirical approach-identifying needs and the available resources to meet these needs. It is only when Africa's library profession comes to terms with these issues that their present marginal position will be altered and they can earn their right to be accommodated more fully within the continent's development infrastructure.

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THE PRESERVATION OF TRADITIONAL LIBRARY AND ARCHIVAL MATERIALS IN THE "HARSH" GHANAIAN ENVIRONMENT

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ABSTRACT

This paper looks primarily at preventive preservation of traditional library and archival materials within the Ghanaian environment. It outlines and analyses the basic elements in the environment which accelerate the deterioration of paper documents if not controlled. It also looks at the problems that militate against effective preservation and ends up by discussing some prospects for preservation in Ghana.

INTRODUCTION

No librarian or archivist today can shy away from the fact that the "information world" stands the imminent risk of losing so much of its valuable written heritage through the ever increasing deterioration of paper on which they have been written. The situation is more alarming in most tropical African countries where a large number of documents are in the advanced stages of deterioration due to the interplay of factors not very prominent in the temperate countries. Paradoxically, these are the countries (tropical African countries) where the awareness of preservation, and the training of conservation personnel are accorded low priorities.

Mwiyeriwa (1988) did not mince words when he stressed the great need for a well established document repair and conservation units in Africa because in his view:

—with the exception of air pollution, all agents which cause paper damage—acid, heat, humidity, light, fungi, insect pests, rodents, normal wear and tear and people are more pronounced in that continent than else where.

A few observations on the Ghanaian scene would make the deterioration problem quite appreciable. The National Archives of Ghana which has history dating back to 1946 is the main custodian of the archives of the nation. It has a very vast collection distributed within the Headquarters and the Regional Archives. While a small proportion of this collection has been lost through deterioration, a large number are at different stages of disintegration. Even though, there is no accurate statistics, a visit to the three repositories at the Head Office would confirm this. Adam (1987) in an observation about the National Archives said:

> All African countries face problems in maintaining and developing their Archives but I know of no country where . . . . . so much valuable documentation is on the verge of disintegration.

Gareth (1986) also reporting on the Ashanti Regional Archives at Kumasi wrote

> the contents of the Archives are semi-organised and are decaying steadily.

The situation on the library front, though better, is not healthy. The Ghana Library Board established in 1952, which is responsible for all public and school libraries can boast of only an ill-equipped bindery. The Balme Library (University of Ghana Library) which is the largest single library in the country has a better bindery but lacks the basic facilities to undertake such restorative activities as fumigation, de-acidification and lamination. The total acquisition of the library for 1986 came up to 2,51- books. For the same year, about 600 physically disintegrating books were sent out to the bindery for repairs. The figure does not reflect the true picture of the situation since there are many more books lying on the shelves which are disintegrating but have not been identified. However, it is a pointer to the presence of the problem. The special libraries and archives experience similar problems.

GENERAL BACKGROUND

Ghana is situated in the area of tropical and equitorial climates. The chief characteristics of the climates are relatively high temperatures in all the regions throughout the year; relatively high humidity especially in the southern parts of the country; and clearly distinguished seasons with rainy and dry periods.

Most of the weather and climatic conditions are the result of the two main wind systems — the very warm and dry north-east trades (harmattan) blowing from sahara and the south-west winds (which are relatively cool and moist) from the atlantic ocean. The wet season lasts from April to September with a peak in June and July and the dry season starts around October and ends in March with December and January being the driest months. These climatic characteristics go a long way to influence the ecological conditions of the country and ultimately the conditions in the libraries and archives.

NATURE AND TYPE OF LIBRARY AND ARCHIVAL MATERIALS

Clark stated in 1976 that libraries and archives acquired, stored, serviced and preserved the same basic kinds of materials with only a few exceptions. The difference, he continued was not so much in kind but rather in the proportion of each class of material they hold in stock.

The Ghanaian library and archival scene is no different. The public, academic and special libraries and the various archives keep in the main, paper documents such as books, manuscripts, maps drawings, photographs, prints, records, periodicals etc. In addition, they store other varieties of materials like microforms phonograph records, magnetic tapes, videotapes and motion pictures.

CAUSES OF PAPER DETERIORATION

This paper does not intend to go into the details of the causes of paper deterioration since there is a lot of copious documentation on this, but some of the fundamental causes will be highlighted. It has been established that all papers whatever the constituents, deteriorate with age. It has also been established that though very fragile, under some conditions, paper which is properly made and properly cared for has a long life span.

Early paper was made from clean linen, cotton, rags flax, or other strong fibres. It was not treated with bleaching agents and was not sized with rosin and alum. This type of paper was permanent, durable and was chemically and physically strong enough to endure the wear and tear of the ages.

Modern paper (paper produced since 19th century) has wood pulp as its basic raw material instead of cotton and linen rags. The wood pulp is bleached with chlorine and the paper sized with alum and rosin. Although this modern process results in the production of large quantities and cheaper paper (cost wise) it carries along with it, agents of deterioration. The principal raw material, ground wood-pulp, contains lignin and other complex organic compounds which break down into acidic components, which ultimately cause darkening and embrittlement of paper. Further, iron and copper which are oxidising catalysts are known to exist in the fabrics of modern paper. These many enter paper through the wear and tear of the metals of the machines used in the manufacturing process, or naturally as a result of mineral take-up by plants from the soil in which they grow. These catalysts hasten the molecular breakdown of cellulose, resulting in discolouration and embrittlement of the paper.

Although chlorine is a good bleaching agent, if it is not removed after the bleaching, it will cause the deterioration of the paper. Again, in combination with atmospheric moisture, alum-rosin produces sulphuric acid which is very dangerous to paper. Apart from these causes which may be termed internal, there are other causes like temperature, humidity, light, atmospheric pollutants, mould, bacteria, insects, rodents, and man, (including librarians and archivists). These we may term environmental factors. Added to these, are a group of casues which come under what we may call disasters-flood, fire outbreaks, etc.

Most librarians and archivists in Ghana know of all these causes of deterioration but are helpless as far as the internal causes are concerned. Since librarians do not control the manufacture of books or book components such as paper and ink, their effective responsibility is the ultimate storage of documents. Thus the Ghanaian librarian can only have effective control over the environment in which he stores his collection. The degree of internal degradation of paper depends upon how properly or improperly one controls the basic environmental factors that influence the life span of library and archival collections in Ghana.

TEMPERATURE

Paper deteriorates as a result of complex chemical reactions. It is an undisputed fact in the physical sciences that most, if not all chemical reactions vary directly with

temperature. They are speeded up at higher temperatures and slowed down at low temperatures. This applies greatly to paper deterioration. Researches have confirmed that for every increase of 10 degrees centigrade in temperature, the rate of chemical activity greatly doubles and thus the rate at which paper deteriorates also double (Thomas, 1987). This presupposes that if our paper materials are stored at low temperature, their life expectancy will be significantly lengthened. Gordon in 1966 stated that the longevity of paper (except newsprint) would increase seven and half fold for each decrease of 36 degrees fahrenheit. Paper stored at high temperatures are also known to have suffered from physical breakdowns, changes in colour etc. High temperatures are also known to accelerate the rate of biological activity (insect and mould). There is also fixed ideal temperature for the storage of paper documents. A temperature of about 20 degrees centigrade (plus or minus two degrees centigrade) is acceptable.

Ghana, like most tropical countries has relatively high temperatures throughout the year. This can be seen from Figure 1 which tabulates climatic data for two stations in Ghana-Accra (South) and Tamale (North). From the figures we will observe that the mean annual temperature for Accra in 1986 was 27.3 degrees centigrade while that for Tamale was 28 degrees centigrade. A closer look at Figure 1 reveals that some months recorded temperature as high as 31 degrees centigrade. This situation is certainly in excess of the acceptable temperature.

Most librarians and archivists in Ghana acknowledge and express concern about the effects of high temperatures on document life but they do not appreciate the adverse effects of minor variations in temperature on the potential life of documents in their care. Excessive variations in temperature have marked deleterious effects on paper materials than a constant high temperature. Frequent changes in temperature will cause materials to change dimensions. This poses a problem to complex documents like bound volumes made from two or more substances each of which have different coefficient of thermal expansion. Further, temperature variations cause cellulose fibres of which paper are made to expand and contract over and over again thus weakening them.

Standards have it that variations of temperature must be kept at a minimum low temperature of one degree centigrade to two degrees centigrade. The Ghanaian situation again is just very harsh in relation to the acceptable variations. Figure 1 shows an annual temperature range of 4.3 degrees centigrade and 5.6 degrees centigrade in Accra and Tamale respectively.

According to Meteorological Services Department Weather Statistics for Accra and Tamale in June 1987, it was found that the daily variations between the maximum and the minimum temperatures were too wide, as wide as 11 degrees centigrade on some days. This will obviously affect the life expectancy of the documents.

HUMIDITY

Relative humidity is another environmental indicator of storage acceptability for library and archival materials. There is evidence that low relative humidity retards the deterioration of paper materials but below 45%, there is a danger of paper getting

brittle. On the contrary, however, too high a relative humidity — above 65% will lead to an abnormal increase in biological activity, since fungi start growing above the 65% level and insects flourish at higher humidities. Further, excessive humidity also acts upon the fibre of papers, softening them and diluting certain inks used to write documents. For tropical regions, an acceptable humidity of between the range of 50% and 60% has been suggested. Here again the Ghanaian situation is very hostile. The mean relative humidity readings for Accra and Tamale for 1986 at 600 hours and 1500 hours were very high throughout the year, with Accra having higher readings as can be seen from Figure 1. The mean annual relative humidity for Accra at 600 hours was 95% while that at 1500 hours was 69.1%. That of Tamale was 77.6% and 46.2% respectively. These readings were far above the acceptable standard. Even more important to paper materials were the daily ranges of fluctuations in the relative humidity. Banks (1974) advised that variations should be ideally kept within six percent from whatever level that has been decided upon. The Meteorological services Department's daily weather·statistics for Accra and Tamale in June 1987 revealed that the daily ranges in relative humidity were very high. For Accra there were days with as much as 30%. The situation was even more serious in Tamale where variations as high as 43% for some days were recorded. These are harsh realities of the humidity and temperature situations most documents have to cope with.

From the discussion so far, it is clear that either temperature or humidity alone would be dangerous enough to library and archival materials in Ghana, but together, their effects would be most devastating.

SUNSHINE-LIGHT

Light is very vital in the provision of services in libraries and archives as much as materials have to be identified and read. On the other hand, it is one of the greatest enemies of materials, especially paper. In any library or archive, there will be both artificial light (controllable) and natural light (less controllable). All types of light contribute in a way to cellulose degradation and fading of pigments and dyes. It speeds up the oxidation of paper and thus its chemical breakdown. It causes paper to yellow or become brown. Certain portions of the light spectrum are more harmful than others. The blue-violet light are the most deleterious. (Buchberg, 1983). The rate of damage as pointed out by (Shuhaimi, 1986) however depends on the intensity of the light and the length of exposure. The higher the intensity, the greater the damage.

Sunlight is made up of blue-violet and ultraviolet rays in varying proportions. Duchein (1985) maintains that "the light (sunlight) in tropical countries owing to the height of the sun above the horizon and the degree of ozonisation, is particularly rich in such rays." From Figure 1 it can be seen that Accra has an average of 6.4 hours per day and Tamale 6.3 hours. These figures are considerably high if viewed against the number of hours libraries and archives are kept open during the day. Most libraries and archives remain open for about nine hours daily (8.00—17.00 hours) with a few going beyond that. Coincidentally, the hours of sunshine fall within the opening hours. As if this is not enough, fluorescent lights are used for overhead lighting which is a powerful source of ultra violet radiation.

ACCRA

CLIMATE	JAN.	FEB.	MAR.	APR.	MAY.	JUN.	JUL.	AUG.	SEP.	OCT.	NOV.	DEC.	ANN. AVE.
AVERAGE TEMP.	27.2	28.3	28.1	29.0	28.0	29.5	25.3	25.2	26.1	26.5	27.3	27.2	27.3
MEAN RELATIVE (%) 600 HOURS.	94	95	95	92	95	96	96	95	95	96	96	95	95
MEAN REL. HUMIDITY (%) 1500 HOURS.	63	65	66	67	71	77	76	74	73	62	69	66	69.1
MEAN DURATION OF SUN HOURS.	5.5	7.7	6.6	8.0	7.4	6.6	5.1	5.1	5.5	6.7	8.2	5.2	6.4

TAMALE

CLIMATE	JAN.	FEB.	MAR.	APR.	MAY.	JUN.	JUL.	AUG.	SEP.	OCT.	NOV.	DEC.	ANN. AVE.
MEAN TEMP.	26.2	31.0	31.6	31.0	29.7	27.1	26.3	26.0	26.4	29.9	27.0	24.7	28.0
MEAN REL. HUMIDITY (%) 600 HOURS.	40	48	67	81	88	93	94	95	93	92	82	57	77.6
MEAN REL. HUMIDITY (%) 1500 HOURS.	18	22	31	44	54	63	66	69	69	57	37	25	46.2
MEAN DURATION OF SUN HOURS.	7.7	7.8	6.9	7.8	7.8	7.5	5.6	8.0	8.5	5.6	6.3		

FIG. I CLIMATIC DATA FOR ACCRA AND TAMALE (1986)

ATMOSPHERIC POLLUTION AND DUST

The chemical composition of atmospheric air (mainly its oxygen content) makes an active agent of decay, whether polluted or not. However, this action can be ably amplified by additional impurities brought in by man or nature (Coreman 1968). The atmosphere especially in the industrialised world, contained a host industrial pollutants in varying proportions. The most hazardous pollutants to the library and archival materials are those with acidic and oxidising tendencies. Notably among these, are oxides of sulphur, nitrogen, carbon and ozone. Although while Ghana can not be classified as part of the industrial world, the new industries and growing towns present pollution problems which cannot be ignored. (Overgaard 1975), Agyei (1979) also forewarned that atmospheric pollution may not become a problem yet in Ghana but it would eventually happen. While pollution may not be generated within a country, trans-boundary pollution is a major problem. According

to Bharat (1986) environmental pollution is no respecter of national boundaries. Polluted air from industrialised Europe can easily take in its sweep, countries in Latin America, Asia and Africa, as was recently experienced in the case of chernobyl nuclear power plant accident in Soviet Union, where radiation clouds reached well over 1000 kilometres away in Sweden. More recently, was the discovery of toxic wastes dumped in so near a country like Nigeria, which does not make Ghana any safer from atmospheric pollution.

Within Ghana, urban and industrial areas like Accra, Tema, Takoradi and some regional capitals where there are high concentrations of industrial plants cannot be said to be pollution free. Incidentally these are the areas where we have a high concentration of libraries and archives.

Even if the rural areas to some extent can be spared the problem of pollution from acidic gases, they cannot escape the abrasive and other effects of dust pollution. Dust films found in atmosphere attract moisture which is essential for the chemical reaction of gaseous contamintants. Most libraries in the rural areas are located along untarred motor roads which are particularly very dusty during the dry season. Books always appear dirty and dust-laden. This hastens their physical deterioration. Added to these, is the hygroscopic and corrosive effect of the saline sea breezes on libraries and archives located in coastal towns like Accra, Tema, Takoradi, Cape Coast, salt pond etc.

BIOLOGICAL AGENTS

The role biological agents in an environment play in the deterioration of library and archival materials cannot be over-emphasised. Microbiological elements, (fungi, bacteria) insects, rodents and man himself are very instrumental in paper material deterioration. These agents are most potent in humid tropical countries where the most suitable environmental conditions for their propagation and destructive potency are found. Fungi are the most destructive of microbiological elements that should engage the attention of librarians and archivists. Their spores are ubiquitous and they vegetate, grow and reproduce only under such favourable conditions as high relative humidity, temperature and light (Shuhaimi 1986). Swartsburg (1986) indicated that fungi grow if the temperature and relative humidity exceed 24 degrees centigrade and 70% respectively. Their presence in the repository is signified by white colouring on document covers. They may become metallic green or blue, or brown, black, red and bright yellow. From every indication, the Ghanaian climatic and weather conditions are most conducive to the propagation of micro-organisms. Daily, monthly, and annual mean temperatures are above 24 degrees centigrade while the relative humidities for most parts of the year are above 70%. The situation is further aggravated by the dusty atmosphere and the free and readily available sunlight throughout the year.

The ravages insects and rodents can cause to libraries and archives should not be underestimated. The destructive tendencies of such insects as silverfish, booklice, termites, cockroaches, bookworms, and such rodents as mice and rats are directed at both the building and the materials kept in them. Shuhaimi (1986) further observed that libraries and archives always provide quiet and darkened homes, full of good nourishing food for insects. They are attracted to the starch in the book bindings,

glues, sizing on paper, emulsions etc. The potential threat of destruction by insects to library and archival materials is more in the tropical environment than other regions because of the prevailing climatic conditions. According to Plumbe (1964) there are 1,861 species of termites in the world, and Tropical Africa is the headquarters.

A survey of libraries and archives in Ghana reveals the constant presence and activity of insects. The rodent situation is not better. The Ghanaian environment, so dotted with food selling points and rubbish dumps is very attractive to these rodents. Most of these selling spots are found in front of libraries and archives and the rubbish dumps of these hawkers are anywhere around these institutions. It is therefore not surprising that well fed and plumpy looking mice and rats are often seen moving confidently in most libraries and archives.

THE HUMAN FACTOR

Handlers of library and archival materials-librarians, archivists, and patrons also constitute prime menace to the materials. Adams (1973) maintains that the greatest enemy of library and archival materials is the librarian (or archivist) who neglects his collections in the quest for ever more efficient management systems. This is very true of Ghanaian librarians and archivists. It is not uncommon to see members of university communities visit acts of vandalism on library books, tearing pages out of them, if they cannot steal the whole book and defacing others which are not very relevant to them. Borrowed books are returned to libraries in very woeful conditions. In the case of the National Archives, it is rather the repository staff who retrieve and shelve records, who are the most offenders. They handle the documents very carelessly and do not care about what happens to them.

NATURAL DISASTERS

There are some occurrences in the environment which can be classified as natural disasters even though their causes could be artificial. These are fire outbreaks and floods. Ghana has in recent times been witnessing fire outbreaks. Up to date the film library of the Ghana Broadcasting Corporation and an archive of the Agricultural Development Bank have fallen victims. Flood, which is a phenomenon closely related to the rainfall pattern, has of late proved that it could be a threat to the Ghanaian society at large and libraries and archives in particular.

PROBLEMS OF EFFECTIVE PRESERVATION IN GHANA

As most concerned librarians and archivists in the world look more closely at their collections, the magnitude of the preservation problem becomes increasingly apparent. This situation has been partly caused by many years of neglect and partly by the environmental conditions most often beyond the control of the custodian. In the Ghanaian situation, many more factors seem to have helped in aggravating the situation. Paramount among these is the lukewarm attitude of successive governments to the whole issue of information processing and storage. Closely linked to this problem and heightening it further, is the economic throes which the country has been passing through for the past two decades or more. The Government would for example be

more confortable resuscitating her ailing industries than to engage in the "frivolity" of buying air-conditioners and other inputs for information processing. This explains why the National Archives has been without central air-conditioning for the past twelve years.

Other problems are that very few librarians and archivists in Ghana are conversant with preservation management processes, thus militating against any comprehensive preservation programme, and also, the lack of suitable accommodation for libraries and archives.

PROSPECTS

Muya (1986) advocated for the need to expose librarians and archivists to conservation practices during their training. I will suggest that such a programme should include environmental control, storage and housing, operating environmental systems, designing new buildings or renovation of buildings. The Ghana Library and Archival School is already working in this direction. It offers courses on conservation with emphasis on preservation in its curriculum. While this is a necessary palliative, there is the need for the school, in conjunction with other departments, to draw up a programme that will produce specialists or conservators in the field. These specialists will be adept at both the administration of preservation programmes as well as the technical aspects of restoration. Added to this specialist programme, is the need to have continuing education through workshops, seminars etc. on the subject. The role of the Ghana Library Association and the National Records Management Association of Ghana cannot be over emphasised in this regard.

Since libraries have very little or no control over the quality of paper and ink which are used in producing the books acquired in libraries, archives can exercise control on the paper and ink used in producing the materials they acquired, since the bulk of their collections comes from the government and its agencies, by advising the government to legislate on the type of paper and ink to be used by its agencies. The libraries, even though without control, can still improve the quality of books by ensuring that books are rebound, since such books will endure more circulation pressure and thereby reduce conservation cost.

On the international scene, there are indications of concerted efforts aimed at helping countries out of the "conservation cancer". At the International Conference on the Preservation of Library Materials held in Vienna, Austria in April 1986, it was recommended that member associations should urge national policy-making bodies to establish guiding principles for formulating and implementing national programmes for the preservation and conservation of library materials, and to appeal to governments for the supplementary funds certainly required to implement a well conceived national preservation programme. It is hoped that if all relevant national bodies in Ghana keep this pressure on the Government, something positive, will emerge in not too distant a future.

In conclusion, it is recommended that the Government should institute a national preservation and conservation programme for libraries and archives and if possible museums. This programme should take care of the following:

(a) monitoring and control of the environmental conditions in libraries and archives;

(b) education of library and archival staff and patrons;

(c) consciousness-raising about library and archival preservation in the country; and

(d) the physical treatment or replacement of deteriorating materials.

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A SURVEY OF TASK PERFORMANCE
IN LIBRARY AND INFORMATION WORK:
NIGERIAN PERSPECTIVE

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ABSTRACT

This paper examines the performance of professional librarians in designated nineteen library task items concerning "primary/secondary" time spent on each task. The sample population consists of 210 librarians working in 46 libraries and documentation centres in Nigeria. A response rate of 171 or 81% was recorded. The results indicate that top rated professionals maximised their time on professional tasks and were appropriately remunerated. The middle ranked professionals on the other hand, were found to have performed tasks in excess of their remuneration. It was also found that some professionals performed tasks inconsistent with their qualifications and rank.

INTRODUCTION

A great deal has been written in sociological literature with regards to work. The term has also been variously defined. But for the purpose of this paper, work should be regarded as employment, especially the opportunity of earning money by labour. Thus, work is essentially a means of livelihood.

This paper aims to research into the world of work of the Nigerian librarian, based on the assumption that work activities are diversified, with the attendant supposition that professional service functions must be made clearly, primary and distinguished from none-professional, secondary, institutional functions (Etzioni, 1959). Furthermore it is assumed that both the work characteristics and the work environment greatly influence the attitude of the librarian towards his organisation and the profession as a whole. In assessing work attitude, it is equally important to determine the level of professional utilisation of library staff in the work they are assigned.

METHODOLOGY AND TAXONOMY OF TASKS

In order to have an accurate assessment of task performance, field work was conducted in 46 libraries and documentation centres in Nigeria. The sampling covered all types of libraries and documentation centres in Nigeria. The visits to the various establishments enabled the researcher to sample job descriptors available, as well as to collect on-the-

spot information, thereby being in a position to determine which aspects of ... and its environment present the major variables for evaluation. It was found tha... main descriptors for library tasks were identical with those in use in libraries o... United Kingdom and the United States of America. (Sergean, 1977; Rothe... 1971).

The method of assessment was by the administration of questionnaire to ... librarians working in 46 libraries and documentation centres. A response rate o... or 81% was achieved. A checklist of tasks was contained in the Question... and respondents were asked to indicate which of the tasks was primary or seconda... them. The tasks were arranged in alphabetical order. This is to ensure that the ord... does not bias the respondents. Respondents were free to check as many, or a... items that were applicable to them. The Checklist appears in Appendix 1. The ... were also categorised into four:

(a)   high professional library tasks;
(b)   low professional library tasks;
(c)   high non-professional tasks; and
(d)   low non-professional tasks.

The taxonomy is given in Appendix 2. While it is expected that this instrume... correlating tasks and characteristics of librarians is valid, there is a major limita... This is because the survey involves mainly self-assessment procedure which, as ... pated, probably encouraged the possibility of respondents tending to over rate ... selves in their reported involvement of professional tasks and the extent to ... this occurred is difficult to determine, even though the indication was that it occ... in smaller libraries than the large libraries.

LITERATURE REVIEW

Studies into task performance of librarians began in 1958 with Mallaber and McC... They examined the professional and non-professional aspects of library work in g... ment and public libraries respectively. Although their findings concentrate... administrative duties in the categories of work that were allocated to professio... non-professional staff, the studies were no less significant for library developm... the time. In 1961, Ennis in his paper advocated for research into new social s... information about the world of work. It was not until ten years later, that hi... lenge was actually taken up by Rothenberg and her colleagues in 1971, whe... conducted an investigation into the work patterns of professional and non-profe... library employees in health sciences libraries in the United States of America. ... thousand professional and non-professional employees working in 2,100 health s... libraries were surveyed using the job task index developed to measure the profe... lism of the respondents' involvement with work. The result indicated that ... personnel were often employed on jobs which were inconsistent with their profe... status, income and age. The authors also discovered that many chief librarian... involved to a large extent in non-professional tasks. This was however repor... have occurred, because 39% of the respondents were the only professionals wor... their libraries.

Sergean (1977) used job description derived from research covering the intellectual, social and physical demands of work and the work environment in libraries, to determine factors which influence librarians professionally. Such factors reflect working conditions and what respondents considered to be the "best and worst" features of library and information work. Job satisfaction among respondents was found to be low at 36% level of response. Part of the findings in Slater's study of 1980 concurred with those of Sergean. For instance, she too found that job satisfaction was low in the library and information field, as 53% of the sample expressed dissatisfaction with their library jobs.

Nigerian studies have related job satisfaction levels with low level utilisation of professional staff as already indicated by Akinyotu (1976), Nzotta (1981) and Lawal (1983). The overall pattern in Nigerian libraries suggests that individuals qualified to perform at a professional level have been uneconomically drafted into non-professional positions with great consequences to job satisfaction leading to lack of professional prestige.

ANALYSIS OF DATA

Two variables were correlated with the tasks performed in libraries. These are income level and the qualifications of respondents. Four categories of income levels were identified. These were:

(a) Top level professionals who are invariably the heads or deputy heads of their libraries. They are in the top bracket of the national salaries. They consituted 11 (6.5%) of the total respondents.

(b) Senior professional librarians who are next to the top professionals and are either heads of smaller libraries or heads of major departments and sections in the large libraries. They were 30 (17.6%) of the respondents

(c) middle-grade professionals who are mainly responsible for carrying the policies of the library and whose income are in the middle bracket of national salaries. They formed the bulk of the respondents 120 or (70.6%)

(d) beginning professionals. These are recent graduates of library schools. There were 9 respondents (5.3%) in this group.

The correlation of income level and tasks performed as revealed in Table 1 is quite illuminating. According to Table 1 the majority of the respondents, 89 (52.1%) ranked selection, acquisition and writhdrawal of materials first among all the tasks that were recorded as primary. All the four categories of the professionals recorded it as a primary task. However majority of the respondents were beginning professionals 40 or 45%, followed by the middle level professionals, 27 or 30.3%. These results agree with the present writer's observation during the field work that librarians in the two grades were very involved in acquisition and withdrawal work than the other two grades, with most of the tasks being connected with dealings with book sellers and publishers.

It must be noted, however, that generally, final decisions on selection are made either by heads of libraries or their deputies. Thus, it is altogether not surprising to

TABLE I : JOB CHARACTERISTICS OF RESPONDENTS: PRIMARY LIBRARY TASKS COMPARED WITH INCOME*.

Library Tasks	Income				Total Respondents		Rank
	A	B	C	D			
	No. %	No. %	No. %	No. %	No.	%	
Selection	40(45.0)	27(30.3)	14(15.7)	8(9.0)	89	52.1	1.0
Cataloguing	39(50.6)	29(37.7)	8 (10.4)	1(2.3)	77	45.0	2.0
Information Work	38(52.1)	24(32.9)	9 (12.3)	2(2.7)	73	42.7	3.0
Public Relations	27(42.2)	17(26.6)	12(18.7)	8(12.5)	64	37.4	4.0
Bibliography	29(47.5)	18(29.5)	11(18.0)	3(5.0)	61	35.7	5.0
Administration	17(29.8)	20(35.1)	12(21.1)	8(14.0)	57	33.3	6.0
Formal Library Instruction	19(35.2)	21(38.8)	11(20.4)	3(5.6)	54	31.8	7.0
Filing	28(70.0)	11(27.5)	1(2.5)	—	40	23.4	8.0
Shelving	21(55.2)	8(21.1)	8(21.1)	1(2.6)	38	22.2	9.0
Informal Library Instruction	12(33.3)	13(36.1)	9(25.0)	2(5.6)	36	21.1	10.0
Policy determination	6(16.7)	13(36.1)	10(27.8)	7(19.4)	36	21.1	10.0
Periodical Checking	20(58.8)	11(32.4)	3(8.8)	—	34	19.9	12.0
Budgeting	2(7.1)	10(35.7)	8(28.6)	8(28.6)	28	16.4	13.0
Interloan	12(50.0)	8(33.3)	3(12.5)	1(4.2)	24	14.0	14.0
Circulation	11(57.9)	7(36.8)	1(5. 3)	—	19	11.1	15.0
Data Processing	5(38.5)	6(46.1)	2(15.4)	—	13	7.60	16.0
Photocopying	5(50.0)	5(50.0)	—	—	10	5.85	17.0
Bindery	4(44.5)	3(33.3)	2(2.22)	—	9	5.26	18.0
Mending of Books	4(80.0)	1(20.0)	—	—	5	2.90	19.0

*A— Top Professionals
 B— Senior Professionals
 C— Middle Professionals
 D— Beginning Professionals

find that 14 or (15.7%) of respondents who recorded selection as a primary task belong to the senior professional grade. This number represents 46.7% of the total respondents in this grade. The top professionals were also involved in selection and this is regarded as a primary task as 8 (72.7%) of the respondents in this grade ranked it as primary rather than secondary.

With regards to cataloguing, classification and indexing the same trend was found as those who regarded this task as primary were mainly those in the beginning professional and middle-level professional grades. However, respondents in the senior professional grade emphasised indexing as the primary task. Participation of the top professional grade on this task was very low as only 1 of the 11 respondents in this category indicated this task as primary.

It has been stressed in Nigerian library and information literature that very few libraries place sufficient emphasis on information work and assistance to readers. The results of this survey do not corroborate this statement as this task was ranked three

as primary involvement. Significantly, 52.1% of the responses were from the beginning professionals grade and an appreciable proportion of 32.9% from the middle grade. Further analysis of the same task indicated that a sizeable proportion of the senior professional and top professional staff performed this task as 9 or 30% of the total respondents in the senior professional grade, indicated this task as primary. Two or 18% of the total respondents in the top professional grade also rated information work and assistance to readers as a primary task. The general trend showing participation of all library ranks in public relations, could be considered satisfactory, given the need to be positive, to publicise the library, improve library staff and image, relate libraries to communities and perhaps more importantly, influence local support for library services (Nwoye and Anafulu, 1973). As regards formal library instruction, all the grades of professionals seem to be generally involved, with the middle and beginning professionals being in preponderance. Eleven or (36.7%) of the respondents in the senior professional grade and 3 or (27.3%) of the respondents in the top professional grade rated this task as being primary. This is in line with the studies of Nwoye and Anafulu, (1973), Aguolu (1983), Olanlokun and Salisu (1985), Ologbonsaiye and Abifarin (1986) and Lawal (1988), which reported that senior and top professionals were involved in formal instruction such as planning of programmes on library orientation and use; and production of books, articles and other report literature.

Table 2 gives the correlation of respondents with their qualifications. The respondents were classified into four on the basis of their qualifications. The four categories are:

(a) professionals with bachelors degrees and qualifications in librarianship. They formed the bulk of the respondents 113 or 66.5%

(b) professionals with degrees but no qualification in librarianship. There was no respondent in this category.

(c) professionals without bachelors degrees but with qualifications in librarianship. They constituted a sizeable proportion, 54 or 31.7%

(d) professionals without bachelors degrees and without qualification in librarianship. The respondents in this category were negligible, 3 or 1.8%.

Majority of the respondents (73.9%) who rated selection as a primary task were professionals with degrees and professional qualifications. Almost an equal proportion of this category of professionals (75.8%) also rated public relations as a primary task. These results are not surprising since these tasks are regarded as high status professional tasks. On the other hand, cataloguing, classification and indexing which are rated as low status professional tasks were almost equally performed by all the various categories of the professionals. As expected, most of those involved in general administration, bibliography and formal library instruction were qualified librarians. On the other hand, the non-graduate librarians were mainly involved in filing of cards, which is regarded as a low status non-professional task. It is sad, however, that professionals are involved in such low non-professional tasks, as filing of cards, photocopying, repairing and mending of books. This is obviously a case of under utilization of human resources.

TABLE 2: JOB CHARACTERISTICS OF RESPONDENTS: PRIMARY LIBRARY TASKS CORRELATED WITH QUALIFICATIONS*

Library Task	A Qualifications						Total No.
	A No. %	B No. %	C No. %	D No. %			
Bibliography	42(68.9)	-----	18(29.5)	1 (1.6)			61
Bindery	7(77.8)	-----	2(22.2)	-----			9
Budgeting	24(88.9)	-----	3(11.1)	-----			27
Cataloguing	50(64.9)	-----	25(32.5)	2(2.6)			77
Data processing	10(71.4)	-----	3(21.4)	1(7.2)			14
Filing	17(43.6)	-----	22(56.4)	-----			39
Formal library Instruction	39(72.2)	-----	14(26.0)	1(1.8)			54
Administration	47(82.5)	-----	10(17.5)	-----			57
Informal library Instruction	31(83.8)	-----	6(16.2)	-----			37
Information Work	53(69.7)	-----	23(30.3)	-----			76
Inter-library loan	17(74.0)	-----	6(26.0)	-----			23
Lending	12(63.2)	-----	7(36.8)	-----			19
Periodical checking	21(65.6)	-----	11(34.4)	-----			32
Photocopying	4(40.0)	-----	6(60.0)	-----			10
Policy determination	32(86.5)	-----	5(13.5)	-----			37
Public relations	50(75.8)	-----	16(24.2)	-----			66
Books mending	1,(20.0)	-----	4(80.0)	-----			5
Selection	65(73.9)	-----	23(26.1)	-----			88
Shelving	22(56.4)	-----	17(43.6)	-----			33

*A— With degree and qualified   C— No degree but qualified
 B— With degree but unqualified   D— No degree not qualified

CONCLUSION

In summary, it is heartening that the tasks of graduate professionals were consis——
with their education and training. This shows that professional staff utilization ——
been optimised. Where qualified graduates have been found to be performing ——
below their expectations, it will invariably lead to frustration. The conseque——
to job satisfaction and loss of professional prestige can be immense. This study ——
shows that top grade professionals performed tasks commensurate with their inc——
On the other hand, the beginning and middle grade professionals seem to per——
tasks that exceed their remuneration, which strengthens the current thinking that ——
categories of staff constitute the core of manpower utilization in library systems ——
should therefore be encouraged by compensating them adequately.

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APPENDIX I

Library Tasks

Bibliography

Bindery Preparation and Records

Budget Preparation

Cataloguing, Classification and Indexing

Data Processing

Filing of cards/forms

Formal Library Instruction

General Administration

Informal Library Instruction

Information Work and Assistance to Readers

Inter Library Loan Records

Lending Function (registration and circulation work)

Periodical Checking

Photocopying

Policy Determination

Public Relations

Repairing and Mending of Books

Selection, Acquisition and Withdrawal of Documents

Shelving and Stock Maintenance

APPENDIX 2

Library Tasks Categorised into Four Levels

High Professional Library Tasks

Bibliography; budget preparation; formal library instruction; policy determination; public relations; selection.

Low Professional Library Tasks

Cataloguing, classification and indexing; informal library instruction; information work and assistance to readers.

High Non-Professional Library Tasks

Bindery preparation and records; data processing; general administration; inter-library loan records; periodical checking.

Low Non-Professional Library Tasks

Filing of cards and/or forms; lending function (registration and circulation work) photocopying, repairing and mending of books; shelving and stock maintenance.

THE ROLE OF LIBRARIES IN THE DEVELOPMENT OF LITERACY IN SIERRA LEONE

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ABSTRACT

Institutionalised Western education was introduced into the Colony of Sierra Leone as early as 1792. Unfortunately, up to the 1970s, the national literacy rate was low. This was of grave concern to the Government. The Government therefore redefined its educational policies; the Ministry of Education took full responsibility for adult education; and the Sierra Leone Library Board was established to provide an adequate library system for the whole country. Today the libraries are playing an important role in supporting the literacy programmes in the country. The Sierra Leone Library Board, the college and university libraries provide various free services to meet the needs of adults; and the Sierra Leone Library Board provides free services including extension activities to children and young people. The problems faced by these libraries are outlined and suggestions are made to improve the existing services.

INTRODUCTION

The Republic of Sierra Leone, a former British territory, lies on the West coast of Africa. It occupies an area of approximately 71,740 sq. km. with about population of 3.6 million according to the United Nations estimate for mid 1982. The population is made up of eighteen ethnic groups. English is the official language while four of the indigenous languages —Krio, Mende, Temme and Limba are widely spoken. (Europa Yearbook, 1990).

Sierra Leone had an early tradition of education. Institutionalised Western education was introduced into the colony by black immigrants who came from Nova Scotia in 1792, about five years after the initial settlers from Great Britain had arrived. The Nova Scotians included teachers, and a primary school was started the same year. Other schools were soon opened, and by late 1793 as many as 300 children were in attendance. By the beginning of the 1860s, well over eighty primary schools were operating with a combined enrolment of more than 12,000 students in the Colony.

Secondary education started in the Colony in 1845 when the Church Missionary Society opened the Sierra Leone Grammar School (patterned after the British Latin Grammar School of the time) for boys and a Female Education Institution in 1849, which from 1865 became known as the Annie Walsh Memorial Secondary School for Girls.

Advanced education was offered even before the establishment of the first secondary school, which was set up mainly to bridge the gap between the primary schools and the higher level christian institution established at Fourah Bay, Freetown, in 1827. Later named Fourah Bay College, this Institution was the first in West Africa to provide studies leading to the award of degree. By 1937 there were almost 1200 pupils attending 86 schools in the Colony and they constituted over 57% of the Colony's school age children (the area now known as the Western Area). Total enrolment in the Protectorate's 169 schools was just over 9,800 or less than 3% of the school age group. (the protectorate is the forerunner of today's Eastern, Northern and Southern Provinces). As at 1990, the whole country had 1267 primary school, 184 secondary schools, four technical colleges, six teacher training colleges and two higher institutions with 350,160; 81,879; 2124; 2650; and 2,445 students respectively. (Europa Yearbook, 1990)

With such a very impressive beginning in education, one would have thought that by now Sierra Leone would be boasting of between 90 and 95% literacy. Unfortunately, at the 1963 census less than 10% of the population aged ten and above was found to be literate. In the early 1970's the national literacy rate rose from 15% to 20% (National Development Plan, 1974). As a result of this low figure, the Government redefined its educational policies and according to the Government White Paper on Educational Policy of 1970:

the general aim of our educational policy is to provide every child with an education which takes fully into account:

(a) character development
(b) his/her interests, ability, and aptitude
(c) the manpower needs of the country
(d) the economic resources of the state, so that his/her education can be of use to the country and at the same time provide opportunity for him to be successful in life.

Children under fifteen years may be temporary illiterates through the lack of educational opportunity. Illiteracy above this age group, is sometime reduced through special efforts in adult education. The Government is aware that the best means to combat illiteracy is to provide every child with a sound and free primary education, lasting between six and eight years. This, the Ministry of Education is already trying to accomplish, but there remain large proportions of illiterate adults.

The importance of out-of-school education was also recognised in the 1970 White Paper due to the relatively low enrolment ratios in adult education classes, the high drop out rate in the formal system, as well as low literacy rate. The Ministry of Education therefore took responsibility for adult education in 1968 and appointed an Education officer for Adult Education in 1969. A National Committee for Literacy Development was formed to advise on resource allocation and to co-ordinate the

literacy activities of volunteer bodies. In addition, the Ministry has made small grants to the Provincial Literature Bureau to provide materials in the vernacular languages. Two national organisations are also engaged in adult education— the Sierra Leone People's Educational Association and the Sierra Leone Adult Education Association.

THE ROLE OF LIBRARIES

The concepts of the "educative society" and the "reading society" has emerged in Sierra Leone. Most of her members and institutions are concerned with what they can do to help individuals become the best they are capable of, and what they can do to help the nation fulfil its promise and its destiny. Many educational institutions and agencies play their role in literacy programme, but the institution which is of concern to us here is the library. As Blakely (1959) describes it:

> "It is an instrument for all purposes of other institutions and agencies. It is also an institution in its own right in the community. It is close to the people; it is there to help them; it is also an active and skilful agent to promote cause which it exemplifies — education for individual fulfilment on the one hand and the general welfare of society on the other."

One of the essential features of a literacy campaign is the production and distribution of follow-up materials. The critical stage arises when literacy has been attained; permanency can be assured only if there is continuous supply of new material. The role of libraries in supporting the literacy programme in Sierra Leone will be discussed under two sections: services to adults and services to children and young people.

SERVICES TO ADULTS

1. PUBLIC LIBRARIES

Although Sierra Leone had an early tradition of education, modern public library development did not start until 1959. Prior to this date, there were few libraries set up, even as early as 1935. The Freetown public had been served by the Municipal Library at the old Wilberforce Memorial Hall building and the J. J. Thomas Library endowed by a Sierra Leonean. The British Council Libraries in Freetown and Bo, and the backbox schemes for the remote parts of the country have also serviced a generation of postwar readers. (Thompson, 1974).

By 1958, the Sierra Leone Government became aware of the need for an adequate library system for the whole country. In that year a Government White Paper on educational development was published which admirably outlined the functions of a national library service:

(a) "to support and reinforce programmes of adult and fundamental education;
(b) to provide effective service to children and young people including requisite services for schools;
(c) to provide much needed information and reference services;
(d) to provide and stimulate reading for pleasure and recreation;
(e) to provide, where needed, adequate services for special groups, i.e. women and girls, language groups etc."

The Sierra Leone Library Board Act was passed in 1959, and it was empowered "to establish, equip, manage and maintain libraries".

The headquarters are located in Freetown. Today, the Board operates a Central Library, three Provincial Libraries and ten Branch Libraries. Since 1959, the Board has been providing free services to meet the various needs of all sections of users in the country. There are no charges for borrowing books, and no fines are for overdue books. (Sierra Leone Library Board, 1984).

Each library in the System provides the following services :

1. Individualised services for every patron that enters the libraries; each patron gets the precise thing that is best suited to his/her particular needs, ability, and background.

2. The lending departments provide books for the general non-specialised readers who have the opportunity to choose the best and most usable books that are available at varying levels.

3. The reference departments provide expertly selected books and any other material which aid the individual in the pursuit of education, information and research, and in the creative use of leisure time.

4. Librarians have recognised educational services to adults as a primary function and the libraries pursued an active programme of stimulation, leadership, and co-operation with other agencies and adult education classes in encouraging the reading of socially significant materials. The libraries help these groups to become more meaningful by compiling lists of supplementary reading.

5. Librarians have accepted the responsibility for the direct communication of ideas by organising:

    (i)   study groups purely for the enjoyment of books and reading;
    (ii)   discussion groups directed towards ideas of books, notable books, and the classics;
    (iii)   lecture series and informal talks by authors and educationists;
    (iv)   book talks on how to read and enjoy books and sharing books;
    (v)   film shows-educational and recreational films;
    (vi)   "radio book talks" in which librarians present book reviews.

These programmes seek to direct the individual towards a continuous learning process through the use of books and related materials. Thus the public libraries help to develop in people fuller and more meaningful lives in their social relationships, as citizens, and in their enjoyment of leisure pursuit. They help the individual to a fuller acceptance of responsibility for his own self education, that is, helping those who themselves go for guidance and discovering those who lead others to a conception of the importance of continued learning. Also these libraries help to build a society in which thoughtful people work and want to work together in the service of their social needs.

2. COLLEGE AND RESEARCH LIBRARIES

College and research libraries are essentially service departments to their institutions.

Only when the institutions recognise their responsibilities to adult education and attempt to meet them can their libraries develop significant and continuing services for adults.

Most institutions of higher learning have as little contact as possible with their communities and accept no educational or other responsibilities to the people out-side their gates. This extreme and almost universal position is rapidly being demoli-shed in Sierra Leone. Fourah Bay College, a constituent college of the University of Sierra Leone, is offering a diploma in adult education. Adult education courses are also included in the curricula of the six teacher training colleges. Therefore the libraries in these institutions now have concrete programmes for service to the people outside their gates. The first duty of these libraries is to provide the materials and facilities needed for study and research by their students, whether full-time or part-time adolescents or adults and also members of academic staff. These libraries are now enrolling as external readers members of their communities, especially those whose needs cannot be adequately met by the local public libraries. Other services include:

1. services for specialised clientele, such as agricultural workers;
2. film shows;
3. lists for supplementary reading;
4. advisory service to adult education planners and groups;
5. book talks and lectures by authors and educationists.

SERVICES TO CHILDREN AND YOUNG PEOPLE

Very few primary schools in the country have libraries. But most secondary schools have libraries of some sort, although only few of these schools have properly organised school libraries with full-time qualified library assistants or teacher librarians. Apart from the lack of trained personnel, the school libraries also face the problem of lack of funds for the purchase of books and other materials. The Ministry of Education used to provide an annual grant to each secondary school library, but this has been discon-tinued. One cannot over-emphasise the importance of school libraries in the educa-tion of children and the eradication of illiteracy. If school libraries are to play any part, they should be properly organised and well equipped.

The second function of a national library service outlined in the Government White Paper on Educational Development is:

> "to provide effective services to children and young people including requisite services for schools"

Since 1979, the Sierra Leone Library Board has been providing free services for child-ren and young people. The Children's Departments/Sections of the Board's libraries are specially designed to cater for children of five to fifteen years old. Provision is also made for pre-school children who can use the library facilities on their own or with the help of their parents.

The bookstocks vary considerably from library to library, but they are books which are carefully selected to meet the varying needs of this age group: easy reading

for children within the ages of five to seven, junior fiction for children aged eight to ten years; intermediate fiction for older children, non-fiction; and reference books. Periodicals also form part of the stock. Although supplies are irregular and most of the periodicals are outdated, they do make; interesting reading for the children.

Apart from the provision of books and periodicals, the Children's Departments also provide extension activities:

1. Exhibitions and displays of books and posters, especially those that reflect local functions or functions relating to children in other parts of the world. Such activities awaken the curiosity of the growing child and to develop an enquiring mind on what is happening in the society and outside.

2. Junior Library Club: The activities of this club is not only directed towards book and reading but also towards other educational activities which will help to develop the mental faculty of the children, for example, making of christmas cards, flags of different commonwealth countries, and quiz competitions. The Club requires children to work in groups so that they can learn from each other and acquire the skills of co-operative endeavour.

3. Junior Library Magazine: articles for this magazine are contributed by primary and secondary school children. This activity helps children to develop creative writing skills in the form of prose, poetry, puzzles and jokes.

4. Story Telling: Every Saturday morning, children attend story sessions. Stories with African settings are very popular. These help the children to identify with heroes and heroines, their fears, struggles, and victories. Such stories take the child out of himself to not only associate with adult characters but also to become familiar with new words and expressions.

5. Film Shows: Children also watch some educational and recreational films which do form an important resource for reading and language development.

6. Class visits to children's libraries: Children are accompanied by their teachers to the libraries and are taken on conducted tours of the Children's departments by the Children's librarians. Here, the children are introduced to the library's resources and how to use them. Such visits are made occasionally for lack of time.

These extension activities provide much scope for advising and guiding children in their reading and for developing the "whole" child.

In its early years, the Board gave assistance to primary and secondary schools — by assisting with book selection, acting as a central agency for book orders, and, in the case of government schools, controlling the funds provided by the Ministry of Education for library purposes. Now, the Board gives little assistance, apart from distributing second-hand books received from various donors. In 1961, the Board established a scheme for primary school services. The scheme was meant for primary schools in towns where there are no public libraries. The Board supplies a collection of story books and subject books for children and also a small collection of books for teachers. These books are changed regularly by Mobile Book Vans. At present, 860 primary

schools with approximate enrolment of 277,815 children and 7,000 teachers are being served under this scheme.

THE PROBLEMS AND THE FUTURE

The Sierra Leone Library Board, the college and university libraries are all contributing towards the development of literacy in Sierra Leone. Public libraries have been established in various parts of the country and are providing services for both adults and children; college and university libraries have now extended their services to people outside their gates. However, much remains to be done. There is still a high percentage of the total population, which is either not adequately served or for whom there is no service.

Although these libraries are trying to provide impressive and efficient services and to maintain high standards, the resources buildings, books and other library materials and staff are limited. Some of the libraries are becoming too small for their needs. Money is needed to put up new public library buildings especially in rural areas where no libraries now exist. While the country is waiting for new libraries to be built, financial aids could be sought externally to establish mobile library services to cater for adults in areas where there are no public libraries. Some of the books have become outdated and they have been withdrawn from stock. The volume of books withdrawn vary from year to year. Children's books form the highest withdrawals, followed by adult fiction. With the stringent economic situation and the lack of foreign exchange, the number of books purchased for public and academic libraries has been reduced considerably. At present, the libraries depend on donations of books and grants from the British Government Overseas Development Administration, Ranfurly Library Services, Canadian Overseas Book Centre, and the Dutch Centre for Public libraries.

Libraries cannot rely only on book donations because some of the books are not suitable for the readers' needs. To meet the present emergency, every well to do Sierra Leonean at home and abroad should agree to purchase a certain number of books or deposit small amounts of money which should be used to purchase books for these libraries. Donors' names should be recognized publicly to encourage other Sierra Leoneans to make their own contributions.

To minimise the deficiency in the school library services bookstocks, every school should establish its own school library. The Parents—Teachers Associations should advise all parents to contribute to the development of the school libraries. At the beginning of each academic year, each parent should purchase at least one book-fiction or non-fiction for the school library. This means that if the school has a steady enrolment figure of 600 pupils and their parents purchase at least one book each, the library can boast of at least 600 books every year. Within a five year period that school can have at least 3,000 books. As the libraries and services expand, more staff will be needed. Provision should be made for existing staff to advance professionally. New librarians and library assistants should be trained, especially for adult education, and work with children and young people.

The contributions which libraries can make towards the literacy programme in any country should be stressed. Libraries are among the few agencies to which adults

and children go voluntarily to solve problems, extend their knowledge and broaden their cultural appreciation, especially those who look to books and other library materials as tools for self-education. If libraries carefully define their educational objectives, they will be recognized as places where man may go to be educated for life.

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CHARACTERISTICS AND CAREERS OF PAST POSTGRADUATE DIPLOMA STUDENTS OF THE DEPARTMENT OF LIBRARY AND ARCHIVAL STUDIES, UNIVERSITY OF GHANA, LEGON, 1981/82 – 1987/88

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ABSTRACT

The paper summarises the findings of a survey of the careers and characteristics of past post-graduate diploma students of the Department of Library and Archival Studies, University of Ghana, Legon over a six year period. The variables examined, included sex, choice of career, pre-career jobs, job mobility, job satisfaction and the relevance of the course contents to their present employment. The findings revealed that the department produced more males than female diploma graduates; and that a high proportion of the graduates worked in special libraries.

INTRODUCTION

The Department of Library and Archival Studies was established at the University of Ghana in 1965. It forms part of the Faculty of Social Studies and has the following programmes:

   (i)   M.Phil in Library/Archival Studies
   (ii)   Graduate Diploma in Library Studies
   (iii)   Graduate Diploma in Archival Studies
   (iv)   Diploma in Librarianship
   (v)   Diploma in Archives Administration
   (vi)   Certificate in Librarianship
   (vii)   Certificate in Archives Administration.

This paper only covers the products of the Graduate Diploma in Library Studies since the training of professional librarians normally start at this level. Thus, graduates of the department from 1981/82 to 1987/88 sessions were surveyed. A combination

of questionnaire and interview instruments, as well as records obtained in the Department, were used in collecting the data for the study. In this type of study, it would have been ideal to cover the whole population of librarians in Ghana so as to enable one to generalise the findings. But because of the logistics involved in such a venture, which makes it impossible to cover all the librarians within Ghana, this survey had to be restricted to the past post-graduate diploma students of the department, with the assumption that the findings would be indicative or representative of the true situation in Ghana.

Forty one students graduated between 1981/82 and 1987/88. There was no enrolment in the 1983/84 session because all the universities in Ghana were closed for one year. The number of graduates each year for the programme varied from four in 1981/82 to 11 during the 1987/88 session. However the survey really covered only 25 graduates, because seven (or 17%) were outside the country, and another seven could not be traced, hence they were excluded from the survey. Twenty five of the remaining 27 graduates completed the questionnaire designed for the study.

ANALYSIS OF DATA

PERSONAL CHARACTERISTICS

The survey revealed that out of the 41 graduates produced by the department between 1981/82 and 1987/88, 15 (34%) were females. It may be inferred from this that male librarians outnumber the female librarians in the country by a ratio of 2:1, although this is only indicative, since the sample covered is only restrictive to past post-graduate diploma students. A survey of a larger magnitude covering all the librarians in Ghana may produce a different result altogethr, however if this trend reflects the true situation in Ghana, then it can only mean that this is the prevalent situation in the English speaking West Africa because a similar result was obtained by Nzotta (1985) in Nigeria. This situation is however a sharp contrast to what obtains in developed countries such as Britain (Roberts, 1973) and the United States of America (Brannagel,1979) where similar studies have consistently shown that female librarians outnumber their male counterparts.

CHOICE OF LIBRARIANSHIP AS CAREER

The respondents were asked to indicate their pre-career jobs as well as why they chose librarianship as a career. The study revealed that most of the respondents (21 or 84%) had previous working experience. Majority (16 or 64%) had been teachers. Only four or 16% had worked in libraries before enrolling in the Library School. The reasons for the respondents choosing librarianship as a career included opportunity for intellectual development (76%), opportunity for continuing formal education (72%) liking for books (48%), liking for people (35%), job security (20%), advice from a librarian (17%), good salary (15%), and attractive working environment (12%). From these findings, it would seem that the sampled librarians were more influenced in their choice of career by opportunities for intellectual development and continuing formal education than for a good salary and an attractive working environment. However it would be interesting to see if this sample represents the whole picture in Ghana.

TYPES OF LIBRARIES TO WHICH RESPONDENTS ARE AFFILIATED

A majority of respondents as revealed in Table 1, were affiliated to special libraries, 16 or 64%. Academic libraries came a distant second and one respondent each in school and public libraries. The low response in school libraries is not surprising, because according to Antwi (1987) and Oddoye (1989) the teacher training college and school libraries are among the least developed in Ghana. The case of public libraries is baffling if what is obtained in this sample is representative of Ghana librarians because in countries like Britain (Moore, 1987) and Nigeria, Ifidon, (1979), public librarians constitute sizeable proportion. A probable reason for the small number of the sampled librarians working in the public libraries can, in part, be attributed to the poor conditions of service in Ghana public libraries. In order to improve upon the staffing situation, the Ghana Library Board decided to grant sponsorship to some students for the Graduate Diploma course in the Department of Library and Archival Studies, University of Ghana. Within three academic years, (1976/77 – 1978/79), sixteen sponsored students had graduated. By 1981, all these qualified librarians had left the service of the Ghana Library Board due to poor conditions of service. However, against all expectations, the only respondent in this survey from the public library said he was satisfied with his job.

Among the respondents, only one was not doing a library related job. This is in consonance with an earlier paper by Alemna (1989) that a minute percentage of librarians working in the country are engaged in jobs outside library establishments.

TABLE I CATEGORIES OF LIBRARIES IN WHICH RESPONDENTS WORKED

Type of Library	Number of Respondents	Frequency Percentage
Special Library	16	64
Academic Library	6	24
Public Library	1	4
School/College Library	1	4
Non – Library	1	1
TOTAL	25	100

MOBILITY

The study sought information on how many of the graduates had changed jobs and if so, what were their reasons for doing so. The results of the survey showed that only two or 8% had changed jobs. Assuming that the sample is representative of Ghana as a whole, then it means that Ghanaian librarians rarely change jobs. This is in contrast to what obtains in Nigeria where Nzotta (1983) reported a high rate of mobility among librarians. Although the case of Nigeria is different because it is an expanding economy, unlike Ghana's economy which has remained more or less static over the years. For example as at 1970, there were only six univesity and five polytechnic libraries in Nigeria. Today there are 31 university and 29 polytechnic libraries. In such a situation, mobility is bound to occur. When the respondents who indicated that they had changed jobs, were asked their reasons, they gave various reasons such as higher

salaries, better fringe benefits and the desire to assume greater responsibilities. Similar reasons were given from the study on Nigerian librarians.

PRE — LIBRARY SCHOOL EXPERIENCE

One of the entry requirements for admission to the post-graduate programmes in librarianship in some library schools in Britain and Nigeria is that candidates must have had at least one year's experience in library or information work. This is not a requirement at the University of Ghana. Respondents were asked whether the introduction of this requirement will improve the training of librarians in the country. Twenty three or 92% of the respondents supported the introduction of this requirement, indicating that pre-library school working experience may improve the training of librarians in the country.

RELEVANCE OF COURSES IN THE
DEPARTMENT TO THE WORK SITUATION

Graduates were asked for their views on the content and the relevance of the courses they had taken in the department to their work situation. They were asked to list the courses in the order in which they had found them useful in their present working situations. The various courses as perceived by the sampled respondents in the order of relevance are presented in Table 2. The most frequently mentioned courses were reference and bibliographical services, collection development and cataloguing and classification. The choices were not unexpected, since reference and bibliographical services, collection development, and cataloguing and classification are activities performed in all categories of libraries whether big or small, academic, special, public or school. On the other hand, it is only graduates who manage small libraries who are expected to utilize the management course. Those employed in larger libraries often work under experienced librarians and, as such, have very little to do with administration. In the case of information science, one may ascribe its low rating to the fact that only few libraries in Ghana have computers, hence the inability of the graduate to utilize the training they have acquired in the course. This survey also reveals that the department needs to improve the library practice course as the low rating from the respondents is inconsistent with the importance attached to field experience library practice by library schools all over the world, because the objective, according to Alemna (1990a) is to ensure that students have exposure to library routines before they graduate.

TABLE 2 COURSES PERCEIVED AS RELEVANT TO THE JOB SITUATION

Course	Number of Respondents	Frequency percentage
Reference and Bibliographic Services	11	44
Collection Development	10	40
Cataloguing and Classification	8	32
Management	5	20
Information Science	4	16
Field Experience/Library Practice	2	8

JOB SATISFACTION

The results of the survey point to a generally high level of job satisfaction by the graduates. This may partly account for the low mobility as reported by the sampled librarians. Only 3 or 12% of the respondents were not satisfied with their jobs. Their reasons for the dissatisfaction, were poor remuneration, under-utilization and lack of staff development programmes.

PRE-REGISTRATION TRAINING

The Council of the Ghana Library Association decided that with effect from 1989, there should be a pre-registration training for newly qualified graduates from library schools. The scheme is to ensure a supervised and systematic training for all newly qualified aspiring professionals who may be expected after only year to demonstrate a satisfactory level of professional competence. This has been a subject of extensive discussion among members of the Association. The Questionnaire sought the views of the respondents. Interestingly, despite the heated debate that welcomed the proposal, only four or 16% respondents did not support the idea. Two or 8% were indifferent to the proposal.

GENERAL VIEWS ON THE GRADUATE DIPLOMA PROGRAMME

The general comments from the respondents on the graduate diploma programme are summarized broadly into three groups:

1. The programme is too theoretical, and that the underlying theory and the academic side were overstressed at the expense of the practical training. The most commonly cited courses are cataloguing and classification, and information science.

2. The present graduate diploma programme should be converted to one year masters programme. It is pertinent to state here that Ghana is among the few countries in the world that still offer a graduate diploma programme. There was to be a change to modern trends to enable the graduates of the department to fit into the mainstream of the profession (Alemna, 1990b). Although there is a plan to introduce a revised M.A. programme in the department, this is still at the drawing board stage.

3. The courses at the Graduate Diploma level are limited. Elective courses should be introduced as earlier suggested by Alemna, 1990c. Specialisations on types of libraries, subject bibliographies and some non-traditional library courses should be included in the curriculum.

CONCLUSION

The findings of this survey provide some evidence about the characteristics and careers of librarians in Ghana. Personnel, especially professionals, are the foundation for effective and efficient library services. Qualified librarians are needed to plan, establish and administer all libraries. Planning for the future supply of this cadre of staff as well as adequate utilization of the present manpower will depend on a thorough knowledge of the characteristics of existing professionals (Nzotta, 1983). The results

of this study are, however, very useful in planning for the training of professional personnel for libraries in Ghana. They highlight factors to be taken into consideration in this regard. For instance there is the need to redesign the curiculum to cater for the needs of the Ghanaian public. The needs of the non-literate public who constitute the majority of the citizenship are almost neglected in the training programme of librarians in Ghana. Aboyade (1985) maintains that when the library has to function in a predominantly oral society, some of the practices and methods have to be adapted for organising vital information that is transmitted orally. Preparation of librarians in our context must necessarily include teaching the skills necessary for the collection and organisation of oral traditions.

Another outstanding factor is the influence of librarians themselves in attracting new recruits to the profession. Hitherto the profession has not exploited this factor to the full. There should be properly organised and sustained publicity programmes to project the image of the profession and attract young people into the profession.

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BOOK REVIEW

The Quiet Struggle: Libraries and Information for Africa by Paul Sturges and Richard Neill. London: Mansell, 1990. 172p.

This is a rigorous chronicle of the post-independent progress of all types of information services in Africa, with librarianship occuypying the central position. Information is a crucial part of the development of any society, and its role and importance is growing in Africa's struggle to get a firmer grip of the development machinery which can usher in a new era of self-sustaining economic development.

Sturges and Neill adopt a multi-pronged approach in their assessment of the role of information services in Africa, and the impact (or lack of it) in libraries is reviewed in the context of other adjacent information services such as the mass media, extension services, information technology etc. This contextual umbrella and the additional fact that the whole discussion revolves around the role of information in national development is the major strength of this book.

Richard Neill is based at the Department of Library and Information Studies, University of Botswana, while Paul Sturges is at the Department of Library and Information Studies, Loughborough University of Technology. In effect this positioning of the authors is reflected in the book, which combines intimate first hand knowledge of the African information environment with current international trends in information and informatics.

The book is divided into five chapters which deal with : Africa's Information Environment (Chapter 1), Information and Development (Chapter 2), The Impact of the West (Chapter 3), The Search for Relevance (Chapter 4), A Foundation for the Future (Chapter 5).

In the early parts of the book the authors provide an overview of Africa's information environment- the oral media , radio and television, the press, libraries and archival collections, information technology and extension services. In their depiction of the various pillars of the information scenery in Africa, the writers attempt to answer their own question. How do people know and how do they do it? The investigation which follows from this launching pad leads to a critical assessment of various information exchange institutions, their strengths and limitations. There are plenty of sobering statistics, throughout the book depicting how the supply of information services has fallen short of demand. For example Africa as a continent has 11% of the world population, 60% of whom are illiterate, and produces only 1% of the world's books, and 1% of the world's newspapers.

In their assessment of the use of information technology by Africa, the authors conclude that there is very little use of such technologies to improve information handling and dissemination. With the exception of South Africa, there is no manufacturing capacity for computers and other information technologies in the sub-sahara

Africa. This virgin situation in technological development, often leads to sales or donation of totally unsuitable equipment. Information technology is also still regarded with awe and fear by many information professionals in Africa.

The analysis of the relationship between information and national development provides one of the most provocative sections of this book. The writers point out that despite frequent claims by the information professions that information is a vital resource for national development, the precise relationship between development and information has rarely been given a serious discussion nor proven as a fact. While the authors do not themselves fully explore the tenouos relationship, they do what is probably next best thing, through detailed look at case studies of agricultural extension services, it is concluded that Africa's poor economic performance is largely due to lack of a sound information base. Planning without accurate facts and figures is probably the single most noticeable characteristic of the planning process in today's Africa.

Turning to the historical legacy which Africa's information services have inherited particularly libraries- the writers give it an equally critical appraisal. It is argued that present day libraries are good example of the persistence of colonial heritage based on good intentions which however failed to take into full account Africa's information environment: but attempted to super-impose British and American experiences on a totally different African reality. It is concluded that present libraries were born out of the charity of international foundations and donor agencies and still largely reflect their priorities and perceptions. It is argued that an awareness and sensitivity to the information needs and information seeking habits of African information users has been (and still is) a neglected factor in this institution building process.

The writer's overall conclusion— that the information professions have failed to supply the required information in support of national development — is one which is being acknowledged by most independent observers. These conclusions lead the writers to ask, can Africa's information services help to secure a better future for Africa? This is answered in the final part of the book whereby the authors propose a number of measures to rectify the existing situation — placing priority on locally produced literature (particularly grey literature), incorporation of oral media into Africa's information systems, use of animators to stimulate information use, a greater involvement of the information professions in formal and non-formal education, and repackaging of information. It is also proposed that Africa must seek to reduce information dependency on foreign countries, and concentrate on developing her own knowledge and information base.

Although the book does not suffer from any glaring weaknesses, it may be said to have one or two limitations. The title claims to be a book on libraries and information for Africa, but in reality the focus of the book is mainly sub-saharan-Anglophone Africa. There is also the tendency to be overcritical of countries under repressive regimes (e.g. Ethiopia) and missing out some very significant achievements of the information sector in such situations.

I have very little doubt that this is a book which will turn out to be a valuable textbook to students in the information sciences in Africa, and other developing nations of the world for it fills a gap which has been felt for sometime now.

The Quiet Struggle is an accurate review of the past and present role of information sciences in Africa's development. Although not the first (nor the last word) on this subject, the attempt to look at librarianship and information from African perspective without indulging in self-protection, breaks a conspiracy of silence which has shrouded most African based writings on this subject. The problems of information sciences in sub-sahara Africa are too large to be neatly summed up between the covers of one single book such as this one. In The Quiet Struggle, however, one can claim that a significant contribution has been made to the creation of a different approach to African librarianship and information science.

Reviewed by Kingo Mchombu of the Department of Library and Information Studies. University of Botswana.

SPOTLIGHT ON THE CENTRE FOR BLACK AND AFRICAN ARTS AND CIVILIZATION (CBAAC), LAGOS

The Centre for Black and African Arts and Civilization (CBAAC) was established in 1978 in order to perpetuate the memories of the contributions of the participating countries in the Festival of Arts and Culture, (FESTAC 77), held in Lagos, Nigeria in 1977.

The Centre has grown into a vital centre for the study and propagation of black and African cultural arts and ideas. The Centre offers a wide range of services to its clientele. These services include in the main, assistance to readers in the use of library and archival materials, bibliographic services and dubbing of Festac 77. The users of CBAAC include university students, researchers and artists. Anybody who has attained the age of 16 years may use the resources of the Centre.

The Centre as a multi-dimensional documentation centre established to perpetuate the memories and the intellectual contributions of artists and scholars is serving as the cultural haven for Black and African peoples all over the world. The functions of the Centre according to the founding fathers, among others are:

(a) to preserve for posterity creative works of value of every participating country during FESTAC 77;

(b) to sustain and maintain the contributions of black and African peoples to human knowledge and civilization;

(c) to provide facilities for active research on black and African peoples;

(d) to provide guides, catalogues, bibliographies, abstracts, indexes, finding aids such as checklists and other research tools to facilitate the use of the centre's holdings;

(e) to make facilities of the centre available to members of the public.

COLLECTIONS OF THE CENTRE

In order to perform these functions, the Centre has a variety of collections. These are:

(i)   Archival collection,
(ii)   Library collection,
(iii)   Audio-visual materials,
(iv)   Museum collection

ARCHIVAL COLLECTION

These materials remain the core collection of the Centre. The materials were retrieved

from two important sources: the International Secretariat of FESTAC, and the national participation.

Records obtained from the International Secretariat include the write-up on the Dakar festival — World Festival of Negro Arts held in 1966; international festival committees records of proceedings. The proceedings, numbering about 200 files represent the contributions of scholars on Black and African Arts and Culture. The Archives also include colloquium papers, about 280 separate original papers from contributions all over Black and African World, recorded tapes of the meetings of International Festival Committee and its subcommittees of experts, publicity publication, badges, identity cards, invitation cards etc.

LIBRARY COLLECTION

The Library stock stands at 15,000 volumes of books covering the entire spectrum of knowledge with a bias for Black and African peoples. Such books include those on Black and African concept of man, universe of God, Africa and the origin of man, government and politics, black culture: costumes, domestic arts; handicraft etc. These books were contributed for safe keeping by all participating countries. The CBAAC's acquisition policy is strictly on materials on Black and African culture. The materials are acquired either through purchase or gifts from national and international organisations.

AUDIO VISUAL COLLECTION

These are the most fragile materials which need special handling. The audio-visual materials in the centre include 390 audio-tape recordings of the entire activities during FESTAC, 539 video-tape recording (original and duplicates respectively) representing one hundred percent coverage of the activities during FESTAC, gramophone records contributed by participating countries, tapes on colloquium proceedings, television sets, media combinations and other electronic gadgets.

The International Secretariat, Black communities in Australia and the National Museum Lagos, were the principal sources of supply of the materials for the Museum section of the centre. The materials include exhibition on "Africa and Origin of Man — an expensive archaeological discovery which provides material evidence for the proof that Africa is the cradle of man. African Architectural Technology Exhibition which depicts the originality of the conceptions and techniques which have presided over the housing of Black and African individual collective life and the art of Black Australian aborigine.

STRUCTURE OF CBAAC

CBAAC consists of eight divisions made up of four professional divisions — Archives, Library, Audio-Visual and Museum. The other four divisions are the Publication, Research and Development, Consular and Diplomatic, and Administration. Whilst the professional divisions provide services to the readers and also maintain and organise the various collections in the centre, the Publication Division is charged with the

responsibility of publishing materials that relate to black and African peoples, in areas like dances, drama, arts etc. Some of the publications of the centre include Black and African Writing — A Festac Anthology, 17 Black and African Writers on Literature and Life, Literature Colonialism in Lusophone Africa, Freedom of Namibia, Cultural Foundation of African Unity, the Arts and Civilization of Black Africa Peoples Vols. I — X. The Research and Development Division is charged with the responsibility of organising conferences, seminars workshops and lectures on Black and African Arts and Civilization and other related topics. The Consular and Diplomatic Affairs Division liases between the centre and foreign embassies and the Federal Ministry of External Affairs. It explores areas of mutual co-operation between the centre and international community, especially Blacks in diaspora, it arranges international visits to the centre and vice versa.

Essentially, CBAAC is a research institute for the discovery of African cultural patrimony and this it does by research and documentation.

Information supplied by Boye Ogundana, Reference Librarian, CBAAC.

PERSONALITY INTERVIEW WITH MR. S. M. MADE, UNIVERSITY LIBRARIAN, UNIVERSITY OF ZIMBABWE, HARARE, ZIMBABWE

This is the first in the series of our personality interview with distinguished information professionals in Africa. Our personality for this issue, Mr. Stanislaus Matienga MADE was born on the 20th of August, 1935 at Rusape, Makoni district, Zimbabwe. He obtained B.A. History from the University of South Africa, Roma, Lesotho Campus in 1964, Postgraduate diploma in librarianship from the Ealing College of Higher Education, England in 1968, M.A. in Library and Information Science, University College London, 1970. Mr. Made, a widely travelled man, is a Fellow of the Library Association. United Kingdom. He has served as a practising librarian in many countries in Africa He was Senior Assistant Librarian at the University of Botswana, Lesotho and Swaziland 1969—71, Campus Librarian at the University of Swaziland, 1971—1974, University Librarian, University of Malawi, 1975—1976 and currently the University Librarian, University of Zimbabwe since 1979. Mr. Made is involved in many professional activities. He is currently the Chairman of the National Library and Documentation Service, Zimbabwe, Chairman,

Adult Literacy Organisation of Zimbabwe. He was a Board Member, Malawi National Library Service 1975—76, Board Member, Swaziland Library Service, 1971—74, Chairman, Zimbabwe Library Association, 1978—89. He has had several consultancies with Unesco. Mr. Made has published widely and has numerous publications to his credit.

Mr. Made was asked to give his views on some topical issues affecting the information profession. Here are his views.

Problems of the Information Profession in Africa

Post independent Africa is just over 30 years, thus the profession is still very young in Africa. In such a situation one will expect some teething problems. The major problems include.

- lack of a clearly defined national policy on library and information in most countries in Africa.
- dwindling national economies which necessarily result in inadequate financial resources to develop and expand information infrastructures.
- massive illiteracy, lack of book production skills and equipment.
- lack of publication channels for budding professionals to publish their professional contributions, and the little that is published usually appears abroad.
- lack of adequate professionals skilled in information technology.

Prospects

In spite of the stated problems, the prospects are very bright

- the emergence of computer, communications and publishing industries in Africa will necessarily boost information industry, thereby creating more jobs.
- many countries in Africa are now realising the need to have a clearly defined national information policy, thus the era of national information policies in Africa is within reach.
- many professionals, skilled in information technology will be produced locally.

Information Profession in Africa in the Year 2000

It is difficult to predict what will happen in the Year 2000 but based on the past, one can confidently look into the future and make an educated guess and state what will probably happen in the Year 2000 — the magic year.

Africa will become a truly informed society as information will not only be provided to the literates, but also to the neglected majority, who, though they cannot benefit from the printed word will be exposed to the different kinds of information media thereby meeting their information needs. Majority of libraries and archives will have their services completely computerised.

PROFESSIONAL NEWS AND EVENTS

NEWS

ARCIS, SISA take off

The long — awaited two information science schools for Africa funded by the International Development Research Centre (IDRC) finally took off at the beginning of the 1990/91 session. The African Regional Centre for Information Science (ARCIS) located at the University of Ibadan, Nigeria, started with 18 students, 14 from Nigeria and four from Ghana. The School of Information Sciences for Africa (SISA) based at Addis-Ababa University, Ethiopia took off with 19 students, 13 from Ethiopia, one each from Kenya, Sudan, Swaziland, Tanzania, Uganda and Zambia. It is significant that SISA was able to attract the world renowned information specialist, Prof. A. Neelameglian, formerly of Unesco as one of the pioneering academic staff members. The two schools are expected to train high-level personnel for Africa in information sciences. The students in the two schools are currently pursuing the masters degree in information science.

IAALD Changes Name

The International Association of Agricultural Librarians and Documentalists (IAALD) has changed its name to the International Association of Agricultural Information Specialists to reflect the wide range of professional activities in which the Association is involved IAALD will still remain the official acronym.

FORTHCOMING INTERNATIONAL CONFERENCES AND WORKSHOPS

May 21—23, 1991, Tunis, Tunisia. — The Third Computer Communications for Developing Countries Conference. For further information contact Dr. Farouk Kamoun, Centre National de'l Informatique, 17 Rue Belhassen Ben Chaabahne-El Omrane, Tunis, Tunisia.

June 10—21, 1991, Gaborone, Botswana. — Training Course on Mini/Micro CDS/ISIS for Eastern and Southern Africa Countries sponsored by the German Foundation for International Development. For further information, contact Mr. B. Grand, Department of Library and Information Studies, University of Botswana, Private Bag 0022, Gaborone, Botswana.

June 29—10 August, 1991, Aberystwth, Wales. — International Graduate Information Studies School, 1991. For further information, contact the Director, IGISS 1991, Department of Library and Information Studies, The University College of Wales, Llanbadarn Fawr, Aberystwyth SY 23 AS Wales, Great Britain.

August 9—12, 1991, Bangalore, India. — Third International Conference on Informetrics. Organised by Documentation Research and Training Centre, Indian Statistical Institute and co-sponsored by the Indian National Scientific Documentation Centre (INSDOC), New Delhi and Sarada Ranganathan Endowment for Library Science, Bangalore. For further information contact Dr. I. K. Ravichandra Rao, Documentation Research and Training Centre, Indian Statistical Institute, Bangalore 560, 059, India.

September 18—20, 1991, United Kingdom. — International Records Management Conference. For further information contact Sally Templer, Conference Organiser, 25 Chiswick Lane, London W4 2LR, U.K.

REPORTS OF CONFERENCE AND WORKSHOPS

International Association of Agricultural Librarians and Documentalists, VIII. World Congress, Budapesi, Hungary, 28—31 May, 1990 — The World Congress attracted 150 members from 47 countries. Twelve of the participants came from nine countries in Africa, three from Kenya, two from Botswana and one each from Bourkina Fasso, Congo, Mozambique, Nigeria, Senegal, Sierra Leone and Zimbabwe. The turnout from Africa was far better than the last Regional Conference of the Association, held in Malaysia in 1988, when only two participants came from Africa. The theme of the conference was "Information and the end User." In all, 34 papers were presented. Two of the papers came from Africa.

"The University of Zimbabwe Veterinary Library — Information for the Scientist" by L. Muterewa of the University of Zimbabwe Library."

"The Provision of Agricultural Information to Farmers and Extension Advisers in Africa — The Catalyst for Increased Agricultural Production" by Dr. L. O. Aina University of Botswana.

A new executive committee for the world body was elected. Mr. Joseph Howard of the National Agricultural Library, United States of America emerged as the President of the Association, while Dr. Jan Van der Burg of PUDOC Netherlands was re-elected Secretary/Treasurer. Mr. Williams Umbima of the International Livestock Research on Animal Diseases Library, Nairobi, Kenya was elected into the Executive Committee, representing the interests of Africa.

(Information supplied by Dr. L. O. Aina, University of Botswana)

SADCC/IDRC Planning Workshop for the Establishment of a Southern African Agricultural Information System. Mbabane, Swaziland, 18—21 June 1990. — The workshop was convened to fashion out an agricultural information system for the Southern African Development Co-ordination Conference (SADCC) region. The Workshop was jointly sponsored by the Southern African Centre for Co-operation in Agricultural Research (SACCAR) and the International Development Research Centre (IDRC). The Workshop was attended by 17 participants from seven countries

in the SADCC region. The participants included senior agricultural researchers, managers of information and documentation and two lecturers from the Department of Library and Information Studies, University of Botswana.

Two background papers were presented at the workshop.

"Assessment of Agricultural Information Needs and Resources in SADCC Member Countries" by Professor J. C. Norman of the University of Swaziland and Dr. E. Ntokotha, Department of Agricultural Research, Malawi.

"A Review of Agricultural Information Services in the SADCC Region" by C. Namponya of SACCAR, Botswana and T. Niang of CTA, Netherlands.

The participants, having identified a number of factors that might hinder an effective agricultural information system in the SADCC region recommended a decentralised information system to be co-ordinated by SACCAR.

(Information supplied by Dr. L. O. Aina, University of Botswana)

56th IFLA General Conference. Stockholm, Sweden 20–23 August, 1990. — One hundred and twenty countries were represented at the Stockholm Conference "the biggest conference in the history of IFLA" according to Paul Nauta, Secretary General of IFLA. The 1990 Conference theme was Libraries–Information for Knowledge. Topics covered include:-

- the role of libraries in providing information for developing knowledge;
- the role of library in educating the people in co-operation with popular movements;
- methods and techniques for facilitating the use of libraries;
- the multi-media library-new ways of transmitting knowledge and skills;
- the fight against illiteracy — the role of the library in developing and developed countries.

His Majesty King Carl XIV of Sweden honoured his presence at the IFLA Conference Opening Ceremony. In his address he spoke of "international co-operation on all levels as being necessary to help eliminate illiteracy in the world". This urgency was also recalled by Mr. W. Lohner in his address pronounced on behalf of the Director General of Unesco. He stressed the role of libraries and librarians in combatting illiteracy and the links between cultural development and social change and economic growth.

In connection with the Open Forum on major IFLA professional activities, which took place during the Conference, a presentation of selected Unesco activities was made. Emphasis was put on the efforts undertaken to rebuild the Central University Library in Bucharest and equipping it with modern information system and on the Programme to promote the access to scientific literature in developing countries.

During this session, the Florence Agreement was also presented on the occasion of its 40th Anniversary. This Agreement was adopted by the General Conference

of Unseco (Florence, July 1950) and rounded off in Nairobi (Nairobi Protocol, 1976). As a result of the exemption from custom duties and the protocol these instruments have made considerable contribution to the flow of essential articles such as books, journals, works of art, audiovisual materials, scientific instruments or apparatus for the blind. To date 70 states have acceded to the Florence Agreement and 18 to the Protocol.

On 24 August, the IFLA Executive Board held as usual a joint session with representatives from Unesco, ICA and FID. The desirability of IFLA and Unesco co-operating on big projects, particularly in the area of document delivery and preservation was discussed.

The Stockholm Conference offered an extremely rich and stimulating professional forum to librarians all over the world. The next IFLA Conference will be held in Moscow from 18 to 24 August, 1991.

(Culled from UNISIST Newsletter No. 3—4, 1990 p. 63)

Workshop on Microcomputer Database Management for Information Managers. Lilongwe, Malawi, 3—14 December, 1990 — The Workshop jointly sponsored by the Southern African Centre for Co-operation in Agricultural Research (SACCAR) and the Centre for Technical Agriculture and Rural Co-operation (CTA) was essentially a training programme for agricultural librarians and documentalists in the SADCC region. The Workshop was directed by Mr. B. G. Grand and Dr. L. O. Aina, lecturers in information technology at the University of Botswana and Mr. Andries Dunsik, Assistant Documentalist CTA, Netherlands. It attracted 12 participants from five countries in the SADCC region. The training programme covered MS Dos commands, key board features and introduction to database structuring using CDS/ISIS software.

(Information supplied by Dr. L. O. Aina, University of Botswana)

COMPLETED RESEARCH

The Development of Addis-Ababa University Library in the Pre-Revolutionary Ethiopia (1950—1974: A Historical Study (1988) by Taye Tadese (Ethiopia). Ph.D. Thesis, University of Pittsburgh.

Agricultural Information Needs: A Study of A Two-Way Information Flow (1989) by Andrew Kaniki (Zambia). Ph.D. Thesis. University of Pittsburgh.

Communication of Agricultural Information Between Agricultural Research Scientists and Extension Personnel in Kenya (1989) by Joseph Ojiambo (Kenya) Ph.D. Thesis. University of Pittsburgh.

(Information supplied by Prof. Sera Fine, University of Pittsburgh)

CURRENT RESEARCH

The Perceived Relevance of Village Libraries to the Learning Projects of Adults: A Case Study of Mwanza, Tanzania by John Newa (Tanzania). Doctoral Programme, University of Pittsburgh.

(Information supplied by Prof. Sera Fine, University of Pittsburgh)

Documentation and Development Information in Africa, with Particular Reference to PADIS by Christopher M. Kangulu (Zambia) Doctoral Programme, The University of Sheffield.

Use of Subgraph Isomorphosim in An Ask-based Information Retrieval System by Toun Tewfik (Algeria) Doctoral Programme. The University of Sheffield.
(Information supplied by F. B. Loughridge, The University of Sheffield)

Oral Literature as an Information Source: An Investigation into the Role of Libraries and Academic Institutions in the Collection, Preservation and Dissemination of Oral Literature Materials in Ghana by A. A. Alemna (Ghana). Doctoral Programme, University of Ghana.
(Information supplied by A. A. Alemna, University of Ghana)

Quality Information As A Predictor of Success in Rural Development Programmes in Bama Zone, Borno State by Emmanuel Camble (Nigeria). Doctoral Programme, University of Ibadan.
(Information supplied by Emmanuel Camble, University of Ibadan)

Information for Rural Development by Kingo Mchombu (Botswana). International Development Research Council grant of US $50.000. Department of Library and Information Studies, University of Botswana.
(Information supplied by Kingo Mchombu, University of Botswana)

ABSTRACTS OF SELECTED PROFESSIONAL LITERATURE PUBLISHED IN AFRICA (1988—90)

Agricultural Information.

Namponya, C. R. and T. Niang (1990) Agricultural Information Services in the SADCC Countries. *Information Trends*, 3 (2) 55—80. The current agricultural information scene in the Southern African Development Co-ordination Conference (SADCC) countries is reviewed and key issues identified as limiting the development of agricultural services are that policy makers pay little attention to libraries, shortage of qualified information professionals at all levels, general lack of publication channels for research results. The paper recommends the need to create an information net-work linking existing agricultural information units in SADCC, upgrading the qualifications of information personnel, improving the resources of information units, the recording of past and on-going research efforts and developing a document delivery facility in the region.

Bibliographic Control

Howse, Foster G. (1988) Bibliographic Control, Standardisation and Malawiana. *MALA Bulletin, the Journal of the Malawi Library Association*, 5 (1) 14 — 26. Bibliographic control is discussed under the concept of Unesco General Information Programme. These concepts are national bibliographic control and universal biblio-graphic control. In an effort to satisfy the first aspect, the paper discusses the biblio-graphic control and stadardisation of Malawiana. However, unlike most countries,

it is the National Archives of Malawi that publishes the Malawi National Bibliography. It is published annually with occasional beinnial or triennial editions.   Several factors that hinder the effective control of publications in Malawi are discussed.

Lawal, Ibironke (1989) Nigeria and the Universal Availability of Publications (UAP): Problems and Prospects. *Nigerian Library and Information Science Review*, 7(2) 41-43
Universal Availability of Publications (UAP) is examined in all its ramifications as far as Nigeria is concerned. Its prospects are examined under headings such as local publishers, Book Development Council, National Library and legal deposits, national union catalogue, and the universal bibliographic control. However there are economic and infrastructural problems which hinder the full implementation of the UAP. Some solutions are therefore suggested.

Phiri, D. B. Vuva (1988)   The Bibliographic Control of Reports, Seminar   Papers, Teaching Manuals and other Categories of Grey Literature in Malawi. *MALA   Bulletin, the Journal of Malawi Library Association*, 5(1) 27 — 29.
The paper discusses the neglect of grey literature in Malawi. This is attributed to the lack of accessibility and qualified personnel. It suggests that librarians should be on the look-out for any document with valuable information but which may not necessarily pass through the hands of a publisher.

Cataloguing and Classification

Alemna, A. A. (1989) Cataloguing and Classification Practices in Ghanaian Libraries. *Ghana Library Journal*, 7: 51 — 62.
This is a survey of the cataloguing practices of ten major libraries in Ghana. It concentrates among others, on the cataloguing and classification scheme used in the libraries, local adaptations, catalogue entries, the maintenance of card catalogues, and staffing. Various problems encountered in the technical services departments are examined and suggestions are made towards the improvement of cataloguing practices in the country's library system.

Information Technology

Badu, Edwin Ellis (1989) The Use of Computers in Ghana Libraries: Justification and Constraints. *Ghana Library Journal*, 7: 30 — 35.
Electronic computers which were first used in the 1940s in a few research laboratories have now become a common place tool in data processing for government, business, and industry. Most problems in library and information science are being solved by computers and it is therefore becoming internationally accepted by librarians that the future lies in automation. This paper clarifies the questions which librarians in Ghana must answer if they contemplate automation. It indicates the changes and limitations which fill the other part of the scales and which are frequently only discovered by bitter experience.

Entsua — Mensah, Clement (1989) The Information Technology and Library and Information Work in Ghana. *Ghana Library Journal*, 7 : 22 — 29.
The impact of microelectronic technology and telecommunications facilities on library work is discussed, and the challenges posed to third world countries are highlighted. The paper discusses some of the prospects and limitations involved in introducing information technology (IT) into libraries in Ghana.

Ubogu, Felix N. (1989) Development of A Computer-based Library and Information System: ISIS Option. *Nigerian Library and Information Science Review*, 7 (2) 49—55.
The ISIS software packages which are available free of charge to qualified institutions in developing countries are examined. The packages are well tested and functional generalised information management systems, and are capable of meeting most of the software requirements of a computer based library system. The great drawback with the MINISIS package is the hardware requirement.

Library Education

Thorpe, D. A. (1989) Library Education in Zimbabwe. *The Zimbabwe Librarian*, 21 (1) 26 — 29.
The paper focuses on the training programme at the Department of Library and Information Science, Harare Polytechnic. As at 1989, the School had trained 100 certificate students. The situation of unemployment of the graduates of the school is discussed. The paper further discusses the possibility of the extension of the Diploma programme by a fourth year, so that those who qualify could receive a degree in library and information science from the University of Zimbabwe.

Library History

Oddoye, David E. M. (1989) The Ghana Library Association — The First 25 Years. *Ghana Library Journal*, 7 : 1 — 14.
The Ghana Library Association was twenty five years old in 1987. This paper traces its origins and growth from the early days of the West African Library Association in 1953. It also examines its problems and prospects for the future.

National Library

Hadebe, B. (1989) The National Library and Documentation Service and the Future Development of Libraries. *The Zimbabwe Librarian*, 21 (1) 14 — 18.
The paper discusses the role of government libraries, the future development of libraries in Zimbabwe and the future development of government libraries themselves as constituents of the National Library and documentation Service.

Newspaper Indexing

Coker, Q. Folasade (1989) Organising and Indexing Newspapers: NIIA Experience. *Nigerian Library and Information Science Review*, 7 (1) 11 — 20.
The paper reviews the literature on newspaper indexing in Nigeria and describes the Nigerian Institute of International Affairs (NIIA) Library particularly its Press division.

Emphasis is on how the Press Library organises and indexes its collection for easy retrieval.

Gupta, Davendraa K. (1989) Newspaper Indexing: A Practical Approach *Nigerian Library and Information Science Review.* 7 (2) 35 — 40.
The techniques for indexing newspapers are discussed. It highlights scope of coverage, subject headings, biographical news index, geographical index, subject and place treatment. It concludes the paper by providing a method of compilation and selection of subject headings.

University Library

Adedibu, L. O. (1989) A Survey of Binderies in Nigerian University Libraries. *Nigerian Library and Information Science Review.* 7 (1) 1 — 9.
The problems and prospects of binderies in Nigerian University libraries are discussed. The most common problems are lack of adequate funds, skilled personnel, equipment and materials. Some binderies have gone commercial. Suggestions are made for better prospects.

Fowowe, S. O. (1989) Students Use of an Academic Library: A Survey at the University of Ilorin Libraries. *Nigerian Information Science Library Review.* 7 (1) 47 — 56.
The use made by students of the library facilities was surveyed. Ninety four percent of the students used the facilities while only 5.2% never used them. The least materials used are indexes/abstracts, microfilms and government publications. Suggestions are made on how the use of library materials can be improved.

Rural Information

Raseroka, H. Kay (1989) Libraries and Rural Development : Village Reading Rooms in Botswana. *Botswana Library Association Journal* 11 (1) 40 — 53.
The paper explores the degree to which the Village Reading Rooms (VRR) inBotswana can contribute to rural development. It discusses the role of the Reading Room Assistants (RRA) in attaining the objectives of rural development and concludes that the availability of radio set and play back facilities in the VRR will be one service which can serve as a stepping stone to the fulfilment of serving as a forum for exchange and debate of issues affecting the lives of individuals between the community and government personnel.

User Studies

Occhoggia, R. E. (1990) Planning a Library User Education Programme *Information Trends.* 3 (3) 105 — 111.
The paper discusses how the library can equip the user with the necessary skills required to exploit the library holdings fully. It lists factors that will promote user education as understanding and identifying the information needs of each level of groups served, availability of space, competent staff both in number and quality, suitably selected collections to satisfy the students interest, timing and a feedback mechanism to determine how effective the programme is.

LIST OF JOURNALS ABSTRACTED

Botswana Library Association Journal (Editor, J. O. Asamani, University of Botswana Library.)

Ghana Library Journal (Editor, David E. M Oddoye, Department of Library and Archival Studies, University of Ghana, Legon.)

Information Trends (Editor, Kingo Mchombu, Department of Library and Information Studies, University of Botswana.)

The MALA Bulletin (Editor, Augustine W. C. Msiska, P. O. Box 429, Zomba, Malawi.)

Nigerian Library and Information Science Review (Editor, Dr. B. C. Nzotta, Department of Library, Archival and Information Studies, University of Ibadan, Nigeria.)

The Zimbabwe Librarian (Editor, D. Pakkiri, P. O. Box 3133, Harare, Zimbabwe)

Editor's Note

Editors of information journals published in Africa are requested to send a copy of their journals as soon as they come out, only articles published between 1989 and 1991 will be abstracted in the next issue. (October, 1991.)

AIMS AND SCOPE

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