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PROFESSOR PETER HAVARD-WILLIAMS AT SEVENTY – A DISTINGUISHED INFORMATION PROFESSIONAL

Professor Peter Havard-Williams, the world renowned Professor of Library and information Studies, celebrated his seventieth birthday this year. To mark the occasion, and as a tribute to this distinguished personality, this issue of the Journal features an interview which the Journal feels especially privileged to have been granted it by the Professor.

Professor Peter Havard-Williams was born in July 1922 and had his university education at the University of Wales (University College of Swansea) where he obtained his BA (French with Philosophy) - magna cum laude - and Certificate in Oral French in 1944. He continued his education at Oxford University where he obtained Diploma in Education in 1945, honours in philosophy in 1948 and M.A. (Philosophy) from his Alma Mater (University of Wales) in 1949. He obtained Ph.D from Loughborough University in 1986.

The talented and versatile Professor started his career as a lecturer in Music and French at Endsleigh College of Education, Kingston-upon-Hull, United Kingdom, from 1945 to 1947 and, in what has turned out to be a blessing to the information profession, left the teaching of Music and French to take up on appointment as Assistant Librarian at University College of Swansea from 1949 to 1950. He remained a practicing librarian for some twenty years after that and, in turn, became sub-Librarian Faculty of Arts, University of Liverpool (1951-56), Librarian and keeper of the Hocken Collection, University of Otago, New Zealand (1956-60), Deputy Librarian Brotherton Library, University of Leeds (1960-61) and Librarian, Queen's University Belfast (1961-71). He served as Consultant and Chief Librarian for the Council of Europe in Strassburg from 1986-87.

"Once a teacher, always a teacher", as the saying goes. And so although Professor Havard-Williams had left the teaching of Music and French to come into librarianship, he remained at heart a teacher. While still the Librarian of Queen's University, Belfast, he responded to the need for a school for the education and training of librarians, and established Queen's University School of Library and Information Studies in 1964, and was its Director until 1970. With the establishment of the school, Professor Havard-Williams entered another phase of his career an area to which he has devoted the greater part of his professional and intellectual efforts and an area in which he has undoubtedly, left an indelible mark. From Queen's University, he moved on to Canada as Dean and Professor of Library Science at Ottawa University from 1971 to 1972 and in 1972 went back to the United Kingdom to establish the now famous Department of Library and Information Studies, Loughborough University, the training ground for many librarians and information scientists from developed and developing countries alike. He was the Foundation Professor and Head of Department from 1972 to 1987 and has been Professor emeritus of the University since 1987. Professor Havard-Williams is currently Professor and Head of Department of Library and Information Studies, University of Botswana. He has held the position since 1988.

Professor Havard-Williams has served as a consultant to many organisations, institutions and various governments including Unesco, the British Council, Council of Europe, and the governments of Botswana, Brazil, Egypt, France, Ghana, Nigeria, Sierra Leone, Singapore, South Korea and Sri Lanka. He is a member of many national and international professional associations, learned societies, and has served (and continues to serve) on many committees and commissions world-wide. He is a former Vice-President of IFLA. He has published extensively, having over two hundred reports, articles and reviews to his credit.

Professor Havard-Williams has received many prestigious academic and professional honours and awards in recognition of his scholarship and his immense contribution to librarianship and information science. He was (among others) elected a Fellow of the Royal Society of Arts in 1968, a Fellow of the British Institute of Management in 1978, a Fellow of the Institute of Information Scientists in 1981 and an Honorary Fellow of the Library Association in 1986. He was awarded an honorary Doctorate of Philosophy by the Sung Kyun Kwan University, Seoul, South Korea in 1982, and was awarded the Council of Europe Medal in 1987.

At seventy, "Prof" as he is affectionately called by his numerous former and current students, is still very active academically and professionally. In his four years in Botswana he has made a definite impact on the education and training of information professionals not only in Botswana but on the Southern African region as a whole, and under his headship of library and information studies, the University of Botswana has benefitted immensely from his incredible resourcefulness and the vast wealth of his experience.

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DEVELOPING HUMAN RESOURCE CAPACITY FOR INFORMATION SERVICES IN AFRICA

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ABSTRACT

The need for Africa to develop human resources for the recent advances in information technology, in order to have a direct impact on human behaviour as well as on human resource development in organizations is discussed. The paper identifies areas in which Africa is deficient in information skills at the top and middle level management cadres.

The paper concludes that managers of information service units should undertake a systematic training and development programme to improve the skills of their current employees and help them to grow to full potentials within the organisation.

INTRODUCTION

Increasing advances in information processing technologies continue to change the way information is gathered, processed and communicated to the end user. Electronic data exchange is now a standard method in information management in the developed countries. Advances in information technology have had a direct impact on human behaviour as well on human resource development in organisations. For educational and training institutions these changes have meant the re-evaluation of curriculum and the design of courses geared to the information management. While these changes are taking place in the developed world, developing countries continue to lag behind in their utilisation of information technologies. Coupled with poor economies and poor communication systems, developing countries have found themselves caught up in information age when in other respects they are still considered to be early or even pre-industrial stage.

Although every country now operates in a global economy and in a turbulent, volatile development, poor countries are unable to participate fully in this venture and in particular in international information transfer. The low level, or non-existence of industrial and information technology development in developing countries is a major obstacle to such participation. One way of minimising the effects of these

constraints is for developing countries to train their human resources in information technology and information management. However, it should point out that to work on human resource development (though essential) is not enough. Technical hardware is needed for management and this requires substantial hard currency. On the other hand, a trained workforce will be able to get much more out of such technology than an untrained one.

Some developing countries such as those in Asia and South America have made tremendous advances in industrial and technological development in recent years. The level of industrial and technological advance of these countries has been made possible through heavy investments by the multinational corporations searching for cheap labour.

The countries' capacity in information technology is far more developed than that in African countries (South Africa not included). Low investment by multinationals in Africa is attributed to Africa's record of political instability coupled with poor economy, a situation which has contributed to Africa's brain. Africa however, has people with very high potential for development in all aspects of information processing and information technology. The problem most African countries have is the lack of awareness and appreciation of the significance of information as a key resource for development by many policy makers. An awareness and appreciation of the importance of information for socio-economic development and decision making could lead to formulation of policies for the development of the information infrastructure and the education of the human resources needed to manage information services.

Dosa (1987) states that the special need for technological information transfer in developing countries include:

1. The identification of developmental goals in sectors such as agriculture, alternative energy resources, construction, food production, health, manufacturing, transport and related information needs and resources.
2. The expansion of the traditional coverage of technological information to include economic, social, managerial and legal information.
3. Recognition of the need for information policies which define information as a national resource and guide the development of information services and the information infrastructure.
4. Development of indigenous information manpower (for practice, research and development) to a level where information professionals can fully participate in national planning and development programmes.

The need for developing an indigenous workforce for the information infrastructure has been voiced by educators and administrators of information services in developing countries as well as donor agencies. Concern has also been raised over the prevailing methods of technical assistance programmes where foreign experts are seconded to develop or establish information systems and services in developing countries. This is because many projects have collapsed as soon as foreign experts leave, and particularly when local experts are not available to take over the project. In some cases the foreign experts view of information development may not be compatible with the local

economic, political and social orientation. This has brought about the shift in the philosophical undergirding of development projects in general, and the strengthening of human resources development in terms of education and training. Consequently technical assistance programmes have expanded their priority to develop local human capital for their information project. Foreign experts are better used to advise on how desired system can be implemented to a well thought out local specification in time with local requirements.

THEORETICAL FRAMEWORK

One key resource sought by every human being is information. Information for solving problems and decision making is sought by all people irrespective of their occupation and where they live. While the acquisition of information is critical for individual job performance, it is also important as a means of influencing decision making. For example, managers who obtain information critical for decision making have a greater capacity to influence management decision than those who do not possess information. Countries which have the capacity to gather and process information or have a monopoly on information and information technologies can influence economic and political decisions effectively over those countries which are information poor and technological backward. Information access can also be used as an economic weapon against unfriendly countries by denying them access to information data bases.

In developing countries there is now a greater consciousness and appreciation of the power of information as a key resource for development than there was in the 1980s. Policy makers in developing countries are beginning to act upon the strengthening of information infrastructure in the areas of human resource development and acquisitions of resources and technologies required for information management. Application of information technologies for managing information, especially computer based information systems has demonstrated that both the public and private sectors can improve their effectiveness in information management and communication through electronic data exchange.

However, information technology is changing very fast. African countries are caught up in this change. It should be noted that most of the information professionals may have learned some of the information technology and information management skills during their formal training but they lost these skills after their training. Or because of the ever increasing changes in information technology and information processing, what was learnt in their courses may have become obsolete. Retraining in these skills is essential for effective information management.

Information technology has been emphasised as a basis for building an information systems strategy. It is believed that the implementation of a strategic information management system can create an impact on the economy of an organisation or of a country. An information systems strategy is defined by Ruohonen (1991) as "as a managerial vision and eventually a plan for future use of information technology". However, as Ruohonen points out, insitutional consciousness and awareness of the importance of information technology and information systems planning requires strategic human resource management and planning. Hax (1976) defines strategic human management as "the identification of needed skills and active management of employment for the long-range future in relation to explicit corporate and business

strategies. Human resources are needed to design and evaluate the effectiveness of an information system and services, select appropriate information resources and technologies, manage the information resource, educate and train potential information scientists. Without a sound human resource plan, developing countries, such as those in Africa, will not be able to overcome information related constraints mentioned earlier in this paper and they will continue to be "informationally" dependent on developed countries.

DEVELOPING HUMAN RESOURCE CAPACITY

Human Resource development in the information field is determined by factors such as organisational information policy, recruitment and training policies and national information policy. Other factors include:

1. The social and legal environment of operations of an organisation or society.
2. The changing information needs of the organisation or society at large.
3. The extent to which the demand for information personnel matches the supply in the organisation or country.
4. The technological changes in information technology in a country and internationally.
5. The effectiveness and relevance of the information training programmes in the country.
6. The explicit and implicit mission principles and philosophy of an organisation or national information policy.
7. Skills and attitudes required to perform information management job.

Information Policy:— Information policy sets out the development of information resources and their optimal utilisation. It determines:

- a) communication of information within and outside the organisation, methods, modes of flow and communication of information;
- b) acquisition and processing of information resources needed to process and manage information in support of the policies set by an organisation or society e.g man-power technologies, materials and finance;
- c) Which unit in the organisation should be responsible for the information management in the organisation?
- d) What information systems should be used in the management of information;
- e) who should and who should not have access to information?

Although organisations in Africa are involved in information gathering, processing and communicating information, most of them (African countries) lack formal information policies. An appropriate and effective information policy is a major prerequisite for the sound recruitment and development of human resources.

Recruitment Policy

One cannot make stet silk purse out of a sow's ear. It is only through a sound recruitment policy that one can select the right candidates for information work and from which one can develop future information managers if the wrong selection of staff is made initially, it will affect the development of human resources. Unfortunately,

in most African countries, rules and regulations relating to recruitment are often flouted. In some cases, candidates who do not meet the minimum employment requirement for information tasks are recruited because of their relationship with people in influential positions. Training and development of such employees can be very costly to an organisation, at the same time reduce effectiveness of information services provided by an organisation.

Recruitment policy involves careful human resource planning. Human resource planning requires a set of tools with which one can describe and measure population in an organisation or a country at a given moment and then decide by what process of change this population needs to be altered to meet the expected needs of the organisation in the future. The process includes three key elements.

- a) *The human resource inventory* — this is data describing the current human resources in quantitative and qualitative terms.
- b) *Human resource forecasting* — this is data on human resource requirements in the future, describing in gross number or, desirably in specific categories, for example, skills, educational level and experience that is, or will be needed to perform a specific task.
Forecasting in the mechanistic sense is the prediction of the future, based on the observed performance of the past. It should therefore make due allowance for foreseeable changes in technological, social and economic development of a country or organisation (coupled with possible information policy changes). In an information environment, it means that human resource managers should be aware of the new innovations in information technologies, precise categories and skills required to perform an information task. Human resource managers should also be aware of changes in objectives or mission statements of their parent organisation, and in particular, variations in the information needs of their clients and their information seeking patterns.
- c) *The Plan* — The plan is a specific proposal for the bridging the gap between the forecast and inventory. Instruments used in human resource planning include job description for precise identification of positions, job analysis to determine internal work relationship and identify relevant duties. Skills and requirements for each information job in the organisation. It also provides a tool for determining training needs.

Training is the next step in developing human resources. Training is the process of transmitting and receiving information related to problem solving. The main purpose of training is to impart knowledge and skills that are applicable to practical situations. Training improves job performance and most importantly avoids obsolescence. In a rapidly changing profession like the information profession, obsolescence is a major problem and hinders the development and improvement of information services in Africa. This is because obsolescence can have a considerable influence on behaviour, for example, drop in the level of staff productivity and personal performance. Professional obsolescence is defined by Perruci and Rothman (1969) as "loss of once held knowledge and failure to become familiar and knowledgeable about new knowledge in one's field".

Obsolescence can be categorised as:

- i) Professional obsolescence — refers to professionals whose technical competence does not encompass the latest researches of knowledge and techniques that form their discipline.
- ii) Real Obsolescence — refers to professionals' inadequate knowledge of their own speciality
- iii) Ex-official obsolescence — refers to a situation in which the individual's knowledge is inadequate as compared with the general body of knowledge that is relevant to the specific tasks he or she is required to perform.

Due to inadequate financial resources to support publicly funded information centres, the three categories of obsolescence mentioned above are common in Africa's information environment. Ex-official obsolescence is common in Africa because most information personnel enter into administrative responsibilities soon after they graduated.

INFORMATION SKILLS DEFICIENCY IN AFRICA

Based on past and present practices in the information profession, one can generalise that Africa is deficient in the following information skills:

- Management and information technology skills in libraries, documentation centres, archives and records management centres.
- Information technology skills (systems analysts, systems designers, software engineers and telecommunication specialists.)
- Electronic publishing skills including editorial skills.
- There is also a lack of human resources in education training, research and development in information management.

At the experts meeting of information specialists from Eastern and southern Africa held in Harare in June 1991, the participants identified the following information skills as lacking among library and information personnel in Africa. (Huttermann, 1991).

Top Level Management

At the top management level, the following skills were noted as lacking:

- a) Information technology skills such as:
 - Computer appreciation (computer literacy and potential of the computer)
 - Project formulation and management of information technology
 - Knowledge of software and hardware for information management
- b) Management Information System:
 - Human resource management, assessment and training
 - Networks and co-operation
 - Policy formulation

Middle level and operational staff

The participants at the expert meeting noted that most middle level and operational library and information personnel lack the following information skills:

- Creation and dissemination of information e.g design, layout and physical production and information material such as guides, information bulletins and reports.
- Repackaging of information into different suitable formats and packages such as media production.
- Desktop publishing
- Systems analysis and design
- Computer application in information work
- Information processing
- Hardware and software required in information management
- Human resource management

(see appendix 1 for skills required for information management)

APPROACHES TO HUMAN RESOURCE DEVELOPMENT

At one time human resource activities focused almost exclusively on recruitment and selection of staff. The idea was that once an organisation found the right people, they would be able to get the job done. Organisations now recognised that acquiring appropriate people is the beginning of the human resource management. Thus, for the good of both the organisation and its employees as individuals, information services management should undertake a systematic programme to develop its human resources to full potentials.

A successful human resource development in information field will result in a workforce better, able and motivated to perform the tasks and meet the objectives of the organisation. Staff will also have opportunity to update their skills and learn new development in information field.

Human resources development for information personnel varies from institution to institution and from country to country. Regardless of the institutional or national information policy, human resource development should be preceded by knowledge and skills abilities and skills deficiency in existing staff; educational and training requirements for each task or job to be performed; and careful identification of staff recruitment, and at what levels. A major approach to human resource development required in Africa is training. Training includes formal training, continuing education programme and industrial attachment.

TRAINING

Information services units in any organisation should have a continual need to ensure that their employees are able to perform their tasks effectively. Information services units should also be concerned with the overall quality of their human resources. Consequently, managers of information service units should undertake a systematic training and development programme to build skills of the current employees and help them grow to full potential within the organisation.

Training is equipping employees with skills that will make them more effective in their current job. Training ensures that an information service unit will always have a sufficient number of people with the information skills and abilities needed to perform information duties. Training can be conducted in many different ways. The following are some training programmes that can be employed by an information services unit in any organisation:

- (i) **Formal training leading to a certificate, diploma or a degree**
This involves sending staff on formal training programmes. If a decision is made to send staff for formal training, management should identify the knowledge and skills to be acquired and then identify an institution or institutions that can offer the needed skills. Quite often candidates who wish to train abroad are left to shop around for educational and training institutions without much assistance from the management. This has led to a situation where training received by an employee does not match the duties they are supposed to perform.
- (ii) **Continuing Education Programme.**
This may be in the form of short courses, seminars or workshops in a specific area of study for a particular group of participants. Short courses can be organised internally as in-service programmes or externally. Internal programmes can be held within the premises of an organisation. Trainers can be drawn from within or outside the organisation. Since most information services units in Africa have common problems in human resource development, joint training programmes would be beneficial in terms of sharing training resources and reducing cost.
- (iii) **Industrial Attachment**
This is very useful for newly employed staff. However, attachments should be carefully planned and participants be supervised by experienced and qualified staff, one problem in Africa is identifying institutions that are sufficiently developed in information management terms to provide industrial attachments. One alternative is to send people overseas for attachment in highly special areas. This of course is expensive and the decision to take one overseas for attachment should be weighed against what the institution will get from such an arrangement.

CONCLUSION

The importance of human resource development in information field in Africa should not be over emphasised. Global development in information technology has put developing countries particularly Africa in a disadvantage position. Trained human resources is one way of alleviating the information gap between developed and developing countries. If Africa has to participate in global information exchange, then each African country need to develop information policies nationally or organisationally; identify staff requirement to implement information policies; have clear recruitment policies that facilitate human resource development. Developing human resources in information field in Africa should be given high priority in the 1990s and

the year 2000. Clear identification of the current skill deficiencies and future anticipated information skills should be made. Information services units should collaborate in offering joint training programmes to minimise costs.

APPENDIX 1

SKILLS REQUIRED BY INFORMATION PERSONNEL IN AFRICA

Top Management

- Proactive Management
Essential as it may enable the information manager to have control of the external environment within which the information scientists is working.
- Decision making skills
- Negotiation skills
Ability to lobby and get management's voice heard by the influential decision maker.
- Public relations and marketing of information services
- User need assessment
- Financial Management
- Leadership
- Planning library
- Networks and co-operation
- Project development, design and evaluation
- Statistics and report writing
- Research methods

Middle level and Operational Staff

- User needs assessment
- Collection development
- User services, networking and resource sharing.
- Statistics and report writing
- Research methods
- User education
- Measurement and evaluation of information services
- Human resource management
- Extension services
- Public relations
- Communication skills
- Preservation and conservation of information resources

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THE NEW COMMUNICATION AND INFORMATION TECHNOLOGIES AND AFRICAN CULTURAL RENAISSANCE

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ABSTRACT

The paper discusses the impact of the new communication and information technologies on African culture. This is discussed with respect to access, aggregation and documentation of cultural artifacts and channelling. The paper concludes that the new communication and information technologies could have positive impact on the cultural renaissance of Africa and its children everywhere.

INTRODUCTION

As we approach the twenty-first century, speculations abound as to "what" century it would be. Phrases such as the "information age", "information explosion" and the "information society" have emerged at the tail end of the twentieth century, suggesting by their content, the character of the century that lurks ahead. Advances in research and development in microelectronics have created important areas such as informatics and telematics and fields related to computer science and computer technology. These advances have given birth to what we are generally now referring to as the new communication and information technologies. Research on software development in particular has resulted in the possibility of miniaturizing knowledge without the loss of content and substance. Miniaturized knowledge is rapidly disseminated by means of computer and related technologies with a wider scope than the traditional methods, and with the possibility of reaching more people simultaneously.

Furthermore, the advances mentioned above create more entry points to the national, regional and global knowledge systems. At the heart of all of these developments is the emergence of a "new culture" coming into being as part of the massive impact of the

new communication and information technologies. At the same time, valued elements of the "old" culture, particularly in nations of the South are in need of aggregation and dissemination, as the new culture asserts itself and finds its way into other cultural realms, shaking their foundations, resulting in distortions that could conceivably disrupt development efforts. The above need not be the case.

The purpose of this paper is to address some of the key issues that need to be considered when we discuss the impact of the new communication and information technologies on culture. I shall restrict my discussion of the topics to African states in general, not singling out any particular state for analysis. This is done recognizing, of course, that all African nations are not at the same level of communication and information infrastructural development on the one hand, and also having different attitudes towards cultural regeneration and dissemination. The basic reasons for discussing the issue in general terms are: (1) as a continent, Africa is struggling to get a handle on the complex role and position of culture in its efforts to forge ahead with its various development programmes, and (2) Africa should be concerned with its position in the global revolution taking place in the new information and communication technologies.

The perspective I have on the impact of the new communication and information technologies on culture, particularly the case of Africa, is positive and constructive. I do not fear the advances in the technologies mentioned above, but rather welcome them in order to put them in the service of African efforts to develop the continent. The impact on culture is seen as good, leading to serious research by Africans at home and abroad, on the mastering and application of the new communication and information technologies. I recognize from the start that access to the relevant data on the new technologies is extremely difficult. Ownership and control over these technologies are mainly based in the West and Japan.

CULTURE AND INFORMATION TECHNOLOGIES

I will discuss this topic, with a focus on the following: (1) access, (2) aggregation and documentation of cultural artifacts and (3) channelling that which has been aggregated.

The Issue of Access

The 1980s will be remembered for several significant debates among which was the famous New World Information and Communication order articulated by UNESCO under the leadership of Amadou M. M'bow of Senegal. (MacBride, 1980 and Monkei, 1986). He and his fellow proponents were concerned with the balance of information generation and distribution, coupled with the idea of "control", to an extent, of information and information/communication apparatus in the so-called third world. As is well-known, the West, under the leadership of the United States opposed M'bow and pulled their resources together, resulting in the withdrawal of the United States, Britain and Singapore from UNESCO. The above led to the defeat of the movement and of M'bow in his efforts to win reappointment as Director-General of UNESCO. I start my discussion with the above because it points out the importance of power — possessing or lacking it, when it comes to the information and communication sectors. The non-west faced a battle and lost on a subject over which they have no power or control.

With the atmosphere of defeat still prevalent, to what extent could Africans gain access to the needed new information technologies in order to put them into effective use, thus preserving and disseminating essential elements among which would be African culture? For those who may ask why bother with the aggregation and dissemination of culture as content, the answer is self-evident. Western man, no matter where he is, has managed to hold on tightly to the fundamental pillars of his culture-value-orientations; religion; economic and political ideologies. Furthermore, he has developed and used various information and communication technologies to document, store, disseminate and retrieve data. In essence, western man is undoubtedly the one at least for now, who possesses the power of dissemination utilizing the most sophisticated information technologies. In some sectors, entrepreneurs and government officials actually try to limit access to data and technology in the areas of concern — information and communication technologies. (Ploman, 1986)

Access could also be viewed from a complex web of perspectives. In the first instance the question could be asked, access by whom? This question raises the issue of planning. African states do not collectively plan and develop strategies to participate in the information technology revolution and advances occurring in the global system. Their participation is at most ceremonial. They are spectators who visit fairs and decide to "purchase" some merchandise that impresses them or items out of which they could make personal profits by reselling or leasing them. No conscious efforts are discernible whereby the collectivity gets involved in pulling resources together not only for purchasing but learning about the technologies to a point that they could replicate and modify them thus reducing their dependence on external sources. This inability or perhaps refusal to plan collectively is the single most important obstacle to access.

There are, of course, some African states that manifest interest in the information and communication technologies. Unfortunately, however, they are all involved as users and not creators or manufacturers. The argument being fostered here is that a conscious planning effort has to be made by Africans to organize strategies and means of accessing information and other relevant data on the new communication technologies not only to apply towards the aggregation of cultural artifacts and their subsequent dissemination, but also to create capacities for data collection, documentation, exchange of information across sectors, institutions and regional bodies. The issue of access, therefore, is treated partly as one that deals with both hard and software. The argument further calls for responsible policy development on the new communication and information technologies that would commit African governments to procure resources required for this sector, and develop guidelines for planning and eventual implementation.

We should recognize, at this point that even though we may be in a position to develop pertinent policies, there are other factors that need to be considered such as the legal implications, privatization drives by the principal generators and owners of data; intellectual property rights, and international regulations on the subject. The strategists for access would have to take into account the multi-faceted dimension of the issues surrounding the new information and communication technologies.

In addition to the above, access should not be limited to those in power alone — government, corporations, etc. in Africa. The young generation needs access. The young would need access particularly for expanding their fund of knowledge in the areas of the new technologies — informatics, telematics etc., and also in the areas of cultural heritage and scenario construction for the twenty-first century. We could not

afford to develop scenarios without a firm cultural context. In short, cultural heritage is a significant variable in social engineering, especially as we prepare for the next century.

Aggregation

I began the discussion with the issue of access because it is directly based on the existence or non-existence of policy guidelines. Thus, for us to talk about aggregation without understanding the context of access is futile. Since a call has been made for the formulation of pertinent policy to deal with access to the new information and communication technologies, we could begin to speculate on aggregation, a central factor particularly in the area of cultural heritage. I have argued elsewhere that Africans should consider the importance of intergenerational equity, and should, therefore, take a position that the present generation is responsible to pass on to the future generations essential elements of its cultural heritage (Blake, 1986). It is precisely on the basis of the above claim that this aggregation aspect is examined.

The term "aggregation" is used here in its simplest meaning — putting together, packaging. It is my belief that against the background of some declared intention to get involved in the new communication technologies, Africans have a unique opportunity to capture on video-tapes, audio-cassettes (these are not new technologies as such but very useful in the African context), computer diskettes, etc., the essential elements of our heritage not only to pass on to future generations but also to use as instructional materials in our present pedagogical efforts. No concrete, discernible, and serious mechanisms exist presently to handle the aggregation of whatever is left of our heritage. We use the new information and communication technologies to view content unrelated to our culture for educational and entertainment purposes. The great stories of the continent are not captured on video or audio tapes, video discs and other such forms as cultural packages that are widely disseminated in the continent and in diaspora. Sporadic productions are made with commercial and profit motives serving as catalysts. This is why it is essential to link aggregation to policy formulation on access. The more conscious the planning, based on solid policy guidelines, the more effective would be our collective aggregation efforts.

In the cultural realm, time is not on our side to get hold of our old citizens to serve as sources for aggregation of our cultural content. Ours is largely an oral tradition, depending to a large extent on people who are living archives. Our archival tradition is, therefore, linked to the life span of certain individuals in society who know about our cultural heritage. This is particularly true for Africa as a continent and to some extent, for those in diaspora.

In addition to the above, Africans have to take research endeavours more seriously in the areas of communication, information science, ethnography, anthropology and sociology. Presently, several of us represent and attend to the research interests of Europe and America, the international organizations and foundations that have the stature of multi-national corporations. As a result, we have associated "money" (foreign as it is called in the African continent) so closely with research, that we are hesitant without it, to reach into a fantastic fund of data upon which research could be conducted and from which results could be derived for effective packaging and eventual dissemination. Africa has so much for Africans to study that all of us (professionals) put together could not exhaust the multifarious issues that could contribute to the

enhancement of knowledge about ourselves and consequently assist in the amelioration of the vexing conditions prevailing in Africa today.

The new communication and information technologies could be the very tools that would facilitate our aggregation efforts and more importantly, serve as the means of disseminating much needed knowledge on Africa's past, present and prospects for the future as articulated by Africans. Needless to say, the task is not easy. All of what is being argued here depends entirely on the conscious decisions of those in power in Africa to divert their attention to the potentials of the new communication and information technologies and to provide the necessary resources required for their application within the overall context of a continent in a process of restructuring itself and engaging its human resources in a joint venture to plan for the future. Nothing less would be meaningful or worthwhile.

Channelling

The factor that stands as a rubric for this section is one that defies logic in African communication policies. Channelling ranges from radio in its crudest form to the latest computers in the market. Several African states simply cannot even reach the majority of their citizens through the most common medium in our time — the radio. All African states boast of having radio stations but could not boast about who they reach. It is difficult to boast when one examines the status of the basic infrastructural factors such as energy and power, telecommunications, road networks, etc. with regard to radio, the major audiences remain largely urban. Besides the technical aspects, programming raises a lot of questions about the extent to which African governments consider seriously, the tasks involved in nation-building.

Yet, to look at the various organizations with mandates to deal with telecommunications and media communications, one is left with a sad feeling. The goals of the organizations are lofty, but the resources are simply unavailable to enable them to carry out the tenets of their mandate. The Pan-African News Agency (PANA) is a classic case of the malaise mentioned above. There are others that we cannot present at this time but which also require close scrutiny, such as Pan-African Development Information System (PADIS).

We can no longer dichotomise the print and electronic media, since the modern print media depend heavily on telecommunications apparatus and electronic based technologies such as satellites and computers in order to produce newspapers and other channels usually associated with the print media. It is incumbent on African leaders, therefore, to take a position supported by required resources, on the imperative of having an integrated approach to media development and a clear-cut policy on computer-based technologies. We can no longer afford to be reckless spectators and consumers of foreign media content and software where a lot of content exist in our midst and are begging to be recognized and treated accordingly, and where potential abounds for software development.

Restricting our topic to media, some of the fundamental media technologies we could consider range from rural radio stations with generation of local programming content to community antenna television (CATV) that would stretch the audience reach and increase concomitantly, audience involvement in development endeavours. The two examples mentioned above are basic. In order for African states to realize any degree of success in enhancing media capacity, they would have to commit themselves

also to improving telecommunications facilities particularly in the area of satellite ownership and the actual use of this technology. The argument here is not just for the acquisition of satellites as showpieces (reminiscent of the setting up of TV stations) but the provision of the means required to make a satellite link useful. Such links would directly impact positively on the setting up of computers to facilitate documentation and dissemination rapidly on issues of education, health, agriculture and others.

The advances in communication and information technologies have made it automatically necessary to adopt these new developments in any plan developed for media infrastructural strengthening and operation. Thus, informatics and telementics would have to be incorporated in practically all sectors in society in efforts to move data around, refine data, disseminate and store data as necessary. Again, the picture one gets is the unavoidable interlinkages that have resulted as these new technologies emerge.

Stemming from the above, the implications for channelling aggregated content on cultural heritage are obvious — enhanced channel capacities would provide the means of reaching well targeted audiences with content that would be repeatedly transmitted, adjusted, and evaluated for impact. It is precisely because of such a potential that I postulated at the beginning of this paper, that the impact of the new communication and information technologies need not be regarded as negative. On the contrary, the positive use of these technologies based, of course, on our creative generation of content (aggregation) could assist tremendously in confidence building and recognition of the absolute need for self-reliance. Furthermore, the positive applications could help bring into a sharp and ordered form, a cultural context which is presently in disarray. Through such a process, Africans at home can link more meaningfully with their kin in diaspora and provide for them a cultural warrant which is not self-evident at present and which would substantiate their pronouncements on their African cultural heritage. The new technologies could, at least, assist in an important effort on the part of Africans in diaspora to reconstitute their heritage based on firm, and visible content.

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LIBRARY NETWORKS AND RESOURCE SHARING IN NIGERIA

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ABSTRACT

This paper examines the various aspects of library resource sharing among existing traditional library networks in Nigeria. The crucial issue is how to use available resources to build a nationwide computerized database that is made up of separate databases, each of which has been created by many institutions, in order to share the resources of the entire country and not just automated system of which one happens to be a member. Lines of action that could facilitate the pooling of resources, data transfer and communication among library networks are suggested.

INTRODUCTION

Library networks have been variously defined. Increasingly, the emphasis is on computerized multilibrary networks involving shared, distributed machine-readable databases, telecommunication links, and common applications (Steves, 1980; Segal, 1985; Prytherch, 1987). However, networks do not have to be computer-based and the view of Trezza (1977), that some networks "use the mail, some telephone, and others (or perhaps the same) use delivery trunks or teletype" is, with slight modification, correct and most applicable to developing countries. Physically separate libraries having links with one another qualify as networks, and this is the context in which we use the word "network". The ultimate in any network is to be computer-based.

National Programmes

Resource sharing activities so far undertaken at the national level include interlibrary lending, union catalogue and cooperative acquisition.

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National-Union-Catalogue—(NUC)

First conceived by the National Library of Nigeria (NLN) in 1963, eighty-five libraries now participate in this programme. Each participating library sends a copy of the main entry catalogue card of its holdings to the NLN. The NLN maintains the cards in cabinet trays and the cards now number over 1,120,000.

Bankole (1982) had this to say of the technical problem encountered in the production of the NUC:

The lack of uniform cataloguing practice among the participating libraries is a major source of problem. In the first place, while some libraries provide full cataloguing information, others provide inadequate details. Secondly, it is very common to find the same entry entered under "author" and "libraries". It is not easy for an editor to discover such inconsistency. This is why the attainment of uniform cataloguing practice is very vital to the success of a union catalogue. There is no doubt that the problems mentioned above tend to slow down the programme. Nevertheless, the filing and editing of the cards have reached a stage whereby the union catalogue can now be consulted and can be used by the participating libraries.

This technical problem of lack of standard still persists at the present time.

National Union List of Serials (NULOS).

NULOS which is an offshoot of the National Union Catalogue is one of the instruments for library cooperation in the comprehensive programme of national resource sharing. In 1977 a *National Union list of serial in Nigeria Libraries: a record of serial titles held by libraries participating in the library co-operation programme* was compiled by the National Library. There is no update to this work yet.

Interlibrary Lending (ILL)

The meeting of the Working Group on Interlibrary Lending held at Ile-Ife, Nigeria in 1974 recommended among other things that:

- (i) a National Bibliographic and Lending Centre be established;
- (ii) the Centre should initiate a policy for cooperative acquisition;
- (iii) a courier should be considered in the interlibrary lending scheme; and
- (iv) a standard form should be designed to be used both for the national and international services (National Library Of Nigeria, 1974).

Arising from the Ile-Ife conference, the National Library has produced a handbook on interlibrary loan. Today an Interlibrary Lending Section exists in the General Reference Division of the Readers Services of the National Library of Nigeria. This section has no effective control of ILL in the country. As Nwoye puts it "there is no national interlending system in Nigeria" (Nwoye, 1980).

The justification for resource sharing is hinged on the fact that no library, however large, could be completely self-sufficient. Libraries desire to satisfy the needs of those who may turn to them for documents of various kinds and for information. Hannon (1982) says that "the driving force for the formation of many networks has been the desire to achieve economies in the operation of the library, especially such as acquisitions and cataloguing". Large networks have provided cooperative technical services (acquisition and catalogue) for their members and facilitated reference services and

interlibrary lending. Other services include continuing education and workshops, training, cooperative collection development, serial control, storage, circulation, management, and retrospective conversion. Segal (1989) further says that networks "have the healthy effects of bringing even the smallest libraries into contact with large databases of bibliographical and holdings information from several types of libraries". These cooperative efforts benefit users and break down institutional barriers for both the users and staff of libraries. Networks, whether classic or modern, "enable librarians faced with clients information needs beyond their local resources to identify and obtain materials and services for those clients" (Molholt, 1989).

Segal (1989) provides a scenario of networks. She points out that the emerging trends in library automation have led many libraries to use their local systems, augmented by CD-ROM version of the MARC records, in place of the utilities and fail to upload original cataloguing to the utility. This is negatively affecting the networks resulting in the reduction of the completeness and usefulness of the utilities databases. She however, firmly states that multitype networking at the local, regional, and state levels is increasingly strong.

STATUS OF RESOURCE SHARING IN NIGERIA

Few, if any, libraries in Nigeria are connected to worldwide databases. Albeit, these libraries serve thousands of researchers, scientists, business men and women, policy makers, teachers, and many other specialists. The Library and Documentation Centre of the Federal Institute of Industrial Research, Oshodi in 1982 made an attempt at linking DIALOG for a demonstration of a database search. Owing to some technical problems at the Nigerian end, the agent from the database vendor did not turn up in Nigeria. Recently, the Nigerian Institute of International Affairs installed an earth station and it is being used for radio/television reception from any part of the world. Using appropriate modems, the institute hopes to use the dish in future for data/records exchange. A connection to databases should change forever the rhythm and structure of scientific communication within the institute. Beyond establishing the National Library and funding of the various existing libraries through their parent organisations, the Federal Government has not seen information as a national resource necessary for future development and economic growth. There is as yet no encouragement for institutions to share resources through cooperative arrangements. That notwithstanding, library resources have continued to be shared mainly through informal cooperative arrangements among libraries. Resource sharing schemes that have been embarked upon include interlibrary loans, union catalogues, cooperative acquisitions, and union lists. These schemes are largely non-computerised.

Cooperative Acquisition

In May 1980, the National Library sponsored a conference on cooperative acquisition at Kaduna "to examine the possibilities of cooperative acquisition and, if found desirable, to consider a suitable framework for operating the scheme in Nigeria". Participants agreed on the need for planned cooperation in the area of collection development to enable libraries maximise their financial resources. Consequently, a National Implementation Committee on Cooperative Acquisition has been set up under

the aegis of the National Library according to the decision of the conference. The country has been zoned into eight. Each zone is to acquire materials on the subjects allocated to it and each library within the zone is to send one catalogue card of all its acquisitions to the National Library for the NUC and one for each acquisition under the scheme to its zonal headquarters. (National Library of Nigeria, 1982). The emphasis was on subject by zones with a view to attaining national self-sufficiency and not zonal sufficiency. Although the National Implementation Committee had series of meetings, the last of which was held in Owerri in 1986, no success was recorded. Most of the objectives set out still remain at the planning stage.

University Library Programmes

The Committee of University Librarians of Nigerian Universities (CULNU) which started as a subcommittee of the Committee of Vice Chancellors came into being in 1973. CULNU's objective was to advance the development of Nigerian university libraries. This it does through the following activities:

Inter-Library Lending: this scheme was not compulsory and a few university libraries participated in the scheme which operated a delivery-and -pick-up-van-service. It folded up when the vehicles broke down.

Cooperative Acquisition: CULNU also discussed cooperative acquisition of African government publications in the 1980s. The continent was zoned to certain universities. We doubt if this scheme is still functioning.

CULNU has now recommended to the National Universities Commission that national universities database systems be developed and the idea of subject specialization be pursued with all vigour. The Committee still has periodic meetings and organizes seminars and workshops on issues relevant to university libraries.

Special Libraries and Professional Bodies

Various groups of special libraries and professional bodies have also come together to foster cooperation. Throughout the country, groups of research libraries, law libraries, medical libraries, and public libraries, among others, attempt to share materials, and also share in solving common problems. No formal agreements exist among members of any homogeneous group. Many of the groups organize training and workshops for members, and undertake interlibrary lending on mutual understanding.

Individual Efforts

Individual efforts have also been made to bring about successful sharing of resources. Lawani, as early as 1970, compiled a *Union list of scientific and technical periodicals in Nigerian Libraries*. A revised and enlarged edition was issued in 1973 (Lawani, 1973).

IDENTIFIED PROBLEMS

All efforts at efficient resource sharing in Nigeria seem to have come to naught. Most projects lie either on the drawing board or are half completed. Library cooperation exists only informally, based on goodwill of one library to another. It lacks legal support provided by formal agreement. Union catalogues, the bedrock for most co-operative efforts, are almost nonexistent for collections other than serials. Union catalogues are vital for communicating information about library materials held by another library. Reasons for such failures have been identified to include:

1. Negative attitude to automation.
2. Lack of a corporate or cooperative spirit.
3. Not being technically ready.
4. Lack of a policy.
5. Inadequate experimentation.
6. Lack of standards.
7. Lack of union catalogues.
8. Inadequate photocopy services.
9. Slow document delivery system.
10. Inadequate funds.
11. Poor communication infrastructure.
12. Limited computer literacy (Uba, 1972; Enu, 1972; Aladejana, 1972; Amaeshi, 1975).

We consider the most significant problems to be those of lack of experimentation and computer illiteracy. For example, the National Library acquired a microcomputer in 1987 which it has not been able to use. There is information that it bought a software package that has not functioned (Ubogu, 1990). At the same time it is in possession of the mini-micro CDS/ISIS.

Suggestions have been made on how to surmount some of these problems. Adedigba (1984) has proposed a distribution local network within the metropolis of Ibadan with scope limited to agricultural libraries. He foresees regional networks of agricultural libraries with hierarchical topology eventually developing. Chijioke (1984) in another proposal advocated for a national cataloguing service which would facilitate production of printed cards, NUC in machine-readable form, produce Nigerian MARC records, National Bibliography of Nigeria, and NULOS. Batubo (1988) proposed a hierarchical network configuration for Nigeria with the National Library being the central controlling authority. He suggests that a central database - the Niger MARC - be housed at Abuja while activities in each state will be co-ordinated by a designated university within the state. The creation of a computerized bibliographic database was not fully addressed by any of the writers. The first step towards a national computer-based bibliographic network is the development of bibliographic database. "Once bibliographic data are available in machine-readable form, the next step is to communicate and display these data rapidly in a form suitable for use at the local library level. This is the responsibility of the communications network" (Becker, 1969).

NEW STRATEGIES FOR EFFECTIVE NETWORKS

We now have the opportunity for better co-ordination of effort in the planning of networks, in bibliographic standardization, and in the utilization of modern inform-

ation technologies. Needless to say that computer-based networks offer the best promise. The technology applicable to resource sharing is available in the country and is only waiting to be tapped. Avram (1980) says that the required component for the building of a productive and effective networking system is coordination. While an online information network might not be possible in the short term, libraries should not just wait but work positively at other efficient means of upgrading service. Among the ingredients for a library network are:

- a standard
- telecommunication system
- fund
- organizing body

Standards

The keystone for building resource-sharing systems is standards. The problem associated with lack of standard is difficult to surmount in both manual and computerized systems. Bankole has mentioned the problem faced in the NUC. Standards help to cut costs, ensure that all parts will fit together, and helps in "levelling of differences between places". We have to accept one standard format for writing data on a computer tape because it is quite expensive to write different translation programs to handle the multiple formats that would otherwise result (Silberstein, 1977). In the words of Martin (1966)

By far the most important standard developed for libraries in the past two decades is the MARC format. In the early days of library automation, each library invented its own format for placing bibliographic data into machine-readable form. As a result, transferring data from one library's computer system to another would have been difficult, if not impossible. In order to share computer-readable data just as catalog cards had been shared earlier in the twentieth century, the MARC format was developed.

As more libraries become computer-based, we are already adding to the cost of building a national bibliographic network through lack of a standard.

Batubo (1988) says that the stage is already set in Nigeria for the development of a bibliographic database patterned on the standard MARC to be known as Niger MARC. We are, however, not aware of any development in this regard. The need for a standard MARC format for Nigeria has also been touched upon by Greaves (1974) and Soyinka (1977). The time to adopt a standard MARC in the country has finally arrived, and it should appropriately be called NG-MARC. The National Library is the appropriate agency to determine a coordinated course of action and explore sources of funding to implement a national programme.

Telecommunications

In Nigeria, modern information technologies are now used increasingly in information communication, especially in the airline and banking industries. NITEL has establish-

ed a store-and-forward message switching network called Computer - Oriented Switch for International Telegraph (COSIT) (Asouzu, 1990). The COSIT system is designed to provide the following services:

- message switching on a store and forward basis;
- airline and bank/interbank transaction facilities;
- electronic mail services;
- press broadcast;
- future office executive (FOX).

Not all the dreams of COSIT have however materialized. Data transmission among library networks is still restricted to the mail, telex or courier service, and motor transport.

The library community is yet to participate in directing developments of the telecommunications technology within the country. This is understandably so as we are yet to massively adapt modern technologies to the needs of information handling. Computer to computer interaction using leased telephone lines or local radio broadcasting and appropriate modem is feasible. Joint use of leased telephone lines reduces the cost burden on individuals.

We believe there are suitable expertise in the country in the area of telecommunications networking. These experts in concert with information workers could handle the issues of network technical architecture, such as directional capabilities, protocols, etc.

Funding

The cooperative efforts of many organisations are called for in order to be able to obtain adequate funds for any meaningful work to be done. The dexterity of the information workers to source for funds will be called to play in this aspect. Convincing proposals have to be written and approaches made to individuals and organisations sympathetic to the library world. Among activities that could be included in the request for funding are, the specification and design to build a comprehensive computerized bibliographic database to include bibliographic, authority, and location records; and the design and implementation of a data communication message delivery system to provide the bidirectional linking of automated bibliographic services. Organisations participating in any network are expected to be committed to it and also bear some developmental costs.

Which Way Forward ?

Recently a National Information and Documentation Centre (NIDOC) was established in Nigeria. NIDOC was conceived by the National Library of Nigeria in order:

- * to provide an active dynamic and computerised information retrieval, current awareness services, selective dissemination of information, information analysis and information consultancy services;
- * to provide an active referral services whereby information resources wherever they are in the country are mobilised for use by everyone;
- * to document and disseminate locally generated information in all subject areas for use in timely decision making and project implementation in line with the National Development efforts;

- * to provide a national access point to selected international information sources and databases (Adimorah, 1991).

NIDOC is also to serve as the nucleus of the West African Documentation and Information Systems (WADIS) within the Pan African Documentation and Information Systems (PADIS). A long list of key functions aimed at implementing the key objectives enumerated above has also been compiled.

NIDOC is a welcome development which, with adequate funding, can truly bring about a national network that can metamorphose into what should preferably be called West African Bibliographic Information Network (WABINET). The utmost priority of NIDOC should be the establishment of a national format for the exchange of machine-readable bibliographic information. This is a prerequisite to coordinated resource sharing by computerised library and information services within a country. This onerous task would require the input of experts in the field of MARC formats. It is noteworthy that one of the listed key functions of NIDOC is the "systematization and promotion of computer technology and applications in Nigeria to ensure compatibility of systems and adherence to the common communication format and other international standards". If by this it is meant that Unesco Common Communication Format (CCF) is to be utilized, it should be pointed out that CCF is among the newest formats, it is still in the developmental stage and is not widely used. A more widely used and popular format should be considered.

We could improve upon the current level of resource sharing by utilizing current information technologies. These new technologies are those of computing and telecommunications, and are available in this country. Any reputable computer vendor could provide: mini or micro computers, CD-ROM players, diskettes, and other various softwares.

Cost limitation, for now, imposes on many Nigerian libraries, and information centres the use of the ISIS software packages developed by UNESCO and IDRC. This is not to say that the packages are inadequate. Rather, we can put the fact that we are late starters in automation to our advantage. We do not have to reinvent the wheel by battling with what others have achieved long ago. We should rather seek to improve on other peoples or institutions efforts. Here we mean that other institutions or groups of institutions now using the ISIS packages, especially the mini-micro CDS/ISIS, have developed useful applications on the packages. These applications are, more often than not, available for free or for a token. While examples abound, one that readily comes to mind is an *IDIN Manual for the creation and management of a bibliographic database using micro-ISIS* developed by the Organisation for Economic Cooperation and Development (OECD). (Watson, 1988).

Another notable example of the use of mini-micro CDS/ISIS is that made by the International Crops Research Institute of the Semi-Arid Tropics (ICRISAT). Using the software, the institute has developed a machine-readable database of serials holdings in the libraries of the different International Agricultural Research Centers (IARCs). (Haravu, 1990). With this application, NULOS could be updated with minimum delay and a lot of cost saved too. The application also has built in capability for the automatic generation of interlibrary loan/photocopy requests. Any library could as a matter of fact use it to create a database of its own serials holdings, and/or a group of libraries to create a union catalogue. This package is available at IITA and can be made available to the National Library or to any library wishing to use it.

The Indonesian Centre for Scientific Documentation and Information has found different ways of accomodating MARC features which cannot be handled by mini-micro CDS/ISIS (1990). Other applications of the ISIS packages are carried by *Unistat Newsletter and Information Development*.

The Compact-Disc Read-Only-Memory (CD-ROM) is valuable in countries that cannot afford online or lack stable telephone links. This technology is now being used in a few library and information centres in Nigeria. As with all other facets of library services, there is a need for cooperation in the exploitation of this new technology. Virtually all libraries in the country have need for databases on CD-ROM. Going by this need, groups of libraries within a geographical area could seek ways and means of fully exploiting these databases. There should be no need for two or more neighbouring libraries to subscribe to the same databases if effective cooperation exists among such institutions. It should be possible for these libraries to service requests from other libraries once their needs are well defined. The offer of the British Council Library to undertake searches for readers for a fee of thirty naira, which we consider exorbitant is an unsatisfactory arrangement. Libraries should rather seek to buy their own systems and subscribe to the databases themselves. The libraries should strive for a complete coverage of all existing databases.

The NUC could also be published on CD-ROM since the market for the disc is fairly large, and costs become lower with an increase in the number of discs produced. New titles added to the NUC could be distributed on magnetic disk until new CD-ROM discs are mastered.

In the international community, diskettes are increasingly used for data transfer. While it would be out of place to talk of the use of this medium, yet we should at the same time be aware that this has become a medium of information exchange and requires no telecommunications link.

RECOMMENDATIONS AND CONCLUSIONS

The National Library of Nigeria (NLN), and its newly established arm, NIDOC, and the Nigerian Library Association (NLA) have a lot of role to play in bringing about a nationwide library network. We would like to believe that the NLN is no longer "a victim of administrative bureaucracy nor bedevilled by subtle politics" (Oji, 1980), and that "political and managerial factors" (Chijioke, 1989) no longer constitute impediments in implementing laudable goals. Therefore the following recommendations are made for effective implementation of the network for resource sharing:

1. There is a need for intensification of computer literacy activities within the country. The take-off of the Africa Regional Centre for Information Science (ARCIS) programme in the University of Ibadan and the activities of the Information Technology Application and Research Group (ITARG) of the same University are welcome developments in this regard. The NLA should consider it expedient to establish an Information Technology Group.
2. The NLN should set up a committee embracing people with appropriate expertise to provide overall direction to network development. Such a committee should obtain broad participation of concerned organisations and individuals.
3. The NLN should establish a committee on bibliographic standards.
4. The NLN should retain and provide a library automation consulting service to

Nigerian libraries. This service should be employed to promote the use of appropriate standards.

Libraries in Nigeria should endeavour to further aid the advancement of social, scientific and technical knowledge through effective networks. They should contribute directly to the formulation and implementation of various government policies by providing timely information from wherever it is available in the country.

Some, if not all, of the technology necessary for regional and national information networks is currently available. Much of it is in active use for commercially profitable computer networks, especially in the airline industry. We should actively discuss the modern day network concept and begin to experiment.

There is need to aggressively address the issue of functional computer-based networks. As soon as these are in place, it would become relatively easy to connect all libraries in Nigeria to major worldwide networks for easy communication of data. We should demonstrate more expertise in adapting technologies to the needs of information handling. The dreams of librarians for national computer-based networks of libraries can come true sooner than we envisage with appropriate planning and use of available resources in the country. The challenge before every librarian/information worker is to see that we build a functional bibliographic network for Nigeria before the next millennium in order to make the information resources of this country easily available to those that might need them.

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LIBRARY EDUCATION AND TRAINING AND THE PROFESSIONALIZATION OF LIBRARIANSHIP IN ZAMBIA

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ABSTRACT

The paper discusses the role of education and training on the professionalization of librarianship in Zambia. The paper looks at the historical development and current state of library education in Zambia. Particular attention is paid to the discussion of the problems and critical issues of the structure and process of this education. The question as to how these problems and issues have continued to affect the practice of librarianship in Zambia is also discussed. The author makes some recommendations for the strengthening of education and the library profession in Zambia.

INTRODUCTION

Millerson (1973) had described profession as a distinctive type of occupation which society separates from other occupations by according such a profession a distinct status. Thus status may be demonstrated by prestige and, in varied ways, a reward system. The high status accorded to a profession may "then relate to selected recruitment, prolonged training standards of competence subjected to qualification and some degree of control over members of the profession.

Occupations develop into professions through what is referred to as the professionalisation process. Through this process, occupations attain or acquire the different characteristics and traits which eventually differentiate them from other general occupations.

Although the professionalisation process is often generalized and simplified by the use of an index of the necessary characteristics and subprocesses required in order for an occupation to achieve professionalism, the process is not sequentially rigid. In other words, the professionalisation process may vary from occupation to occupation. It is also clear that today the professionalisation process of one occupation may vary from one geographical place to another. In short, the degree of professionalism may differ from profession to profession and from society to society. Stated differently, the time taken for an occupation to achieve and be accorded high status, and other traits may vary from society to society.

This is basically how the situation is with respect to librarianship in Zambia. The level of professionalism of librarianship in Zambia as compared to either United States of America (USA), Britain, or other African countries for that matter, is quite different. However, the development and performance of a profession in one country such as, USA has and will certainly have an effect on the professionalisation process of the same profession in another country, such as Zambia. There are across-the-board similarities of each profession despite local orientations and differences. Therefore, one helpful approach to the understanding of the status of librarianship in Zambia is by looking at its professionalisation process.

The professionalisation process has several subprocesses or stages which must be accomplished. This is bearing in mind that the process of achieving or getting to necessary stages is not necessarily sequential and may differ from place to place. It is also important to bear in mind that when professionalism is achieved, the profession is not static but rather dynamic. To maintain professionalism, a given profession must consciously work towards maintaining and refining the achieved status and other professional traits.

An important subprocess or stages in the professionalisation process is that of education and training for the members and prospective members of any given profession. There is pre-professional or basic professional training and post-qualification, post-appointment or continuing education for prospective and qualified professionals respectively, within a given profession. By examining one aspect of this subprocess i.e. pre-professional or basic professional training, one can begin to understand the level of development and status of an occupation or profession. This writer is of the view that by looking at basic library education and training in Zambia we can begin to understand, though partially, the state of librarianship in the country. A better understanding of the issues and problems of library education and their implications can help one to make recommendations as to what needs to be done in the area of library education and education, and consequently, its (library education's) contribution to the professionalisation of librarianship in Zambia. However, it should be noted that although isolating library education from the whole professionalisation process will help this analysis, it is almost impossible to discuss it in complete isolation from other related elements such as status, professional association and ethics.

Almost all definitions and discussions of professions pay particular attention to education and training. Millerson (1973) writes of a profession as requiring "prolonged training (and education), standards of competence subject to qualification...." Cook (1973), Hughes (1973) and several other scholars have written and edited books specifically dealing with education and professions. Millerson further argues that the education system, and education for professions in particular, very heavily affects the profession and in turn the profession heavily affects the education system. Both the structure and process of education which consequently affect the level of education, the curriculum, and location of education become very important to the discussion of professional education.

These issues are also critical to librarianship. Several scholars have addressed the issues of library education and its role to the professionalisation process. Havard-Williams (1981) view of the three important "qualities related to the consequent (professionalism and) quality of professional practice" best summarizes the important aspects of professional library education when he states that, professional education:

- (1) Must be education and not merely training.
- (2) Must be adequate for effective professional performance when a post is taken up after qualification.
- (3) Must provide for effective performance of the professional in fifteen to twenty years time when the professional attains a position that demands abilities in varied aspects of life.

The first of these qualities is perhaps the most discussed in the literature on professional education in general. Library education literature in particular, is no exception. Writers on library education in Zambia have also echoed the importance of general and professional education in librarianship. Mwacalimba (1985) writing on future training needs in developing countries, points out that "only on sound academic background can one build professional educational experience (and) nobody can lay professionalism who lacks an understanding of the academic discipline that supports the profession". The Professional Board of Library Studies and the Library Studies Department of the University of Zambia (1969) have both addressed this issue by stating that "... higher posts (in libraries) may require not only training in librarianship to the professional standard but also a good degree and in some cases a research degree". Although the Board, and for some time individual Zambian librarians, used the term "professional standard" differently, one notices that the Board recognized the importance of general education to the professionalisation process.

The second quality of library education referred to by Havard-Williams is that educational programmes should not only be based upon universal professional principles but even more so, be geared to present day practice of the country. While taking into account the world trend(s) in professional library education, library educators must be aware of the educational and training needs of their individual countries. Having studied these needs they can then design education and training programmes that are meaningful to their countries. Ballard (1978) writing on library education in Zambia observed that "curriculum development in library studies, as with other professions such as law and social work is partially based on theory and partially dictated by local conditions and concerns". Lundu (1982) echoes Ballard's view and writes "... the purpose or objective of library education is to fulfil some identified need... the kind of need(s) that library education ought to fulfil at each particular point in time". This writer concurs with the above authors, particularly Havard-Williams (1981) argument that "clearly defined objectives can be delineated only when there are professionals of ability who can see their way through problems, and who have a vision of where institutions are going and how development is likely to take place."

The above argument however, presupposes that the group of professionals have a clear and basic understanding of its profession. Furthermore, the argument presupposes that such a group of professionals are committed and to a lesser extent, permanently based or indigenous to the society for which they are designing the professional education programme. This however, does not mean that professionals from other societies cannot effectively contribute to the design and development of library education programme in other societies or countries. The emphasis that designers or educational programme be part of or indigenous to the society for which they design the programme is based on the assumption that, all things being equal, it assures a clear understanding of the local needs on the part of programme designers and assures continuity.

Havard-Williams' third proposal quality of professional education, namely, continued effective performance on the part of the professional is related to the other two qualities discussed above. It emphasizes the fact that the curriculum taught should be forward-looking and provide the professional with the ability to be able to withstand the passage of time, and adapt to professional changes and advancements for some years before undergoing retraining or continuing education.

LIBRARY EDUCATION IN ZAMBIA: ISSUES AND PROBLEMS

Mwacalimba (1981) has reviewed and traced the rather short history of library education in Zambia, from the 1960s to 1980. According to him library education and training "... was no more than extended library orientation" of library personnel conducted by the Zambia Library Service (ZLS). He has also reviewed the history from some form of institutionalised library education and training at the certificate level organised by the ZLS's Advisory Councils to the bachelors and non-degree diploma programmes of the Library Studies Department of the University of Zambia.

Mwiya (1984) and Shukla (1975) on the other hand, have concentrated their discussions of library education in Zambia to specific programmes and curricula. Mwiya for example, discusses library education (curriculum) at the University of Zambia. In addition, although Phiri (1986) in his discussion of the library profession in Zambia has "ignored" discussion of training for professional members because as he states, it is a "generally accepted (professional criteria)..." he has however, presented some valuable data and issues which directly affect library education and training. From these writers it is possible to see how library education and training has evolved in Zambia. Unfortunately, the above writers do not clearly show the major problems and critical issues that affect library education and training in Zambia. It is the opinion of this author that if these problems and issues are explicitly presented, which is the intention of this paper, it is possible to extrapolate or show how these problems have affected the state of librarianship in Zambia. In Zambia, library education and training of some recognized form began only twenty seven years ago. As Mwacalimba (1981) reports, there was no library training in Zambia until 1965 when the Zambia Library Services (ZLS) began some in-service training.

One of the basic aims of the Zambia Library Services (Northern Rhodesia Library Services till its change of name after Zambia's independence in 1964) at its inception in 1962 was to "assist and guide training of librarians in Zambia" (Mwacalimba 1981). However, Mwacalimba and several others have observed ZLS has to a large extent failed to run any of its programmes, and failed to assist and guide the training of librarians in Zambia. Several reasons have been advanced by several observers outside ZLS and ZLS itself for this state of affairs. Some of these reasons include: poor and weak leadership at ZLS; lack of commitment of ZLS staff; lack of qualified staff at ZLS; and the poor financial and moral support from the government to ZLS to mention just a few.

Few formal library education and training programmes have existed in Zambia and some continue to exist. These include: University of Zambia's Department of Library Studies (Bachelors degree since 1966 to date, Non degree Diploma from 1969 to date (but likely to be phased out) and the Certificate programme from 1970 to 1975); Mindolo Ecumenical Foundation Centre (Certificate programme between 1971 and 1973); the Posts and Telecommunications' Staff Training College (Certificate programme from 1983 to date) and the Evelyn Hone College of Applied Arts and Com-

merce (Certificate from 1990 to date). However, most often these institutions have limited places for applicants to the programmes. In some cases the programmes are too costly and therefore, even companies are discouraged from sponsoring their employees for such programmes. The lack of an adequate number of education and training programmes has led to the consequential and second problem of lack of an adequate supply of trained Zambian librarians at all levels.

The shortage of holders of library qualification let alone professionally qualified ones, continues to affect librarianship in Zambia. In spite of the fact that the trend is slowly changing, Zambia still lacks enough professionally trained librarians. This means that there is no sufficient number of professionals to work on the establishment of library education and training needs, design training programmes and train aspiring librarians. Using "further professional education beyond the first degree" as a yardstick to measure professional qualification, it is safe to state (in the absence of specific data) that Zambia with the total population of 8.5 million people (CSO, Census 1990) had as of 1991, about 30 librarians with post graduate qualifications. At the time of writing this paper (1991), there were only three library and information science doctoral degree holders, about twenty masters degree holders and a handful of post-graduate diploma holders in the country. Almost all of these are employed by either the university of Zambia or the Copperbelt University.

Mwiya (1983) reports that between 1970 and 1983 the University of Zambia for example, produced 186 degree and non-degree holders. Of these, 104 attained the bachelors Degree, 51 attained the non degree Diploma and 56, certificates in library studies. In addition, Kaniki (1991) reports that between 1984 and 1990 a total of 151 trainees graduated from the University of Zambia. Of these, 85 obtained the non-degree Diploma and 66, the Bachelor's degree. As at 1984 there were about 135 libraries in Zambia. Of these, 16.68% were public libraries, 32.53% special libraries, 15.87% governmental-special libraries, and 34.92% academic, college or university libraries. Out of all these, only 29 (21.48%) libraries were reported to be headed by persons with a Bachelors degree or above. (Mwiya 1983).

Another related problem is the general lack of understanding of the purpose and relevance of librarianship and consequently, library education and training by the majority of the Zambian people and organizations. As Phiri (1986) has noted for example, the qualification of a librarian is generally seen as the "ability to organize office files", "... sort out and file mail" or simply the ability to file". It is thus difficult to imagine how people and organizations who view the job of librarians as that of filing would encourage and assist prospective librarian(s) to undergo academic and professional training programmes. Lack of a library bill in Zambia has made librarianship and its members hopeless, powerless in that it is almost impossible for librarians and its association, the Zambia Library Association (ZLA), to either effectively control or directly influence library education and training. As of now the situation is such that hypothetically, any institution that finds it "profitable" to mount a library education and training programme can establish and run any type of library programme, with whatever standards or criteria such as an institution sets. The only major condition such an institution would need to fulfill is to seek and secure permission from the Ministry of Education, with very little "interference" from the ZLA.

Over the years there has been in existence the Professional Board of Library Studies which was initially the Zambia Library Services' Advisory Council. The aim of this Board as the name suggests, was to work as the professional watch-dog and advisor on

professional matters such as education and training. Ballard (1978) best summarizes the situation when he notes that:

To an outsider, however, it would appear that the role of libraries and hence education for library related careers has yet to be defined... The tangible costs of library operations are apparent to any administrator. What is less apparent is the value to individual researchers or information received, or conversely, the unnecessary expense of needless publication of efforts as a result of information readily available is not received.

Related to the problem of lack of understanding of the relevance of librarianship in the society, is the absence of a library bill or legislation in Zambia. Major attempts towards library legislation in Zambia have been made many times since the 1970s but with very little success. This writer believes that one of the most practical ways in which the society can "accord a profession with high status" is by enacting legislation for the support of libraries and concomitantly the recognition of librarians as professionals. Such legislation would then provide legal status by which such a profession may operate in society. It is also on the basis of such legal backing that a profession can maintain "selective recruitment" and assure standards of competence among the members of the profession. Assurance of standards of professional competence of course begin at the level of formal education and training, examination and admission to the profession which can only be controlled by the legal backing such as the library bill to the University of Zambia in an advisory capacity to the library studies programme offered there. The Board has basically been powerless in dealing with programmes outside the university. In fact in the last few years it has virtually "died" and has had very little influence on the University of Zambia programmes.

CONCLUSIONS

Library education and training in Zambia, has only had a history of about twenty seven years and therefore somewhat in its infancy. Furthermore, the profession itself is less known in the country as compared to the traditional professions such as law and medicine. Library education and training has and continues to experience several problems. Consequently, the impact of library education and training to the practice of librarianship in Zambia has not been satisfactory.

The very fact that there is library education up to the Bachelor's level and, a planned Masters programme by the Department of Library Studies of the University of Zambia is a positive sign and a crucial base upon which other library education programmes can be based.

It is the task of Zambian librarians both practising and educators to work together in order to constantly influence the trend of library education and training, and consequently library services in the country, Zambian librarians cannot afford to let other people or groups of persons within the society define library education and training, and library service needs on their behalf. The Zambia Library Association may wish to develop its own library education and training standards on the same lines as the American Library Association and Library Association, but of course they should take into account the Zambia situation. Practising librarians and educators should constantly work together and conduct manpower surveys and training needs which will guide the training curriculum and programmes. Library education and training in

Zambia will only be meaningful if there is a constant exchange of ideas between practising librarians and library educators and trainers.

There are several fora at which such kind of exchange can take place. One of these is the Zambia Library Association. However, this writer would urge the Zambian Librarians and educators to revive the Professional Board of Library (Information) Studies (and Training) under the auspices of the ZLA and in conjunction with ZLS. This Board should be a watch-dog over library education and training in Zambia, similar to the Committee On Accreditation of the American Library Association. It should include both practising librarians and educators from different types of institutions. Although this Board may face the problem of lack of legal backing as discussed above, it is the view of this author that because there are a few more qualified Zambians in libraries than was the case before, this Board should be able to work better and be more successful than its early days.

To achieve a higher status, prestige and better reward system, which in turn will attract a high calibre potential librarians into library education programmes, Zambian librarians will have to take deliberate action. One way of doing this is to become more visible in society. This visibility can be achieved by librarians becoming active in politics.

The basic aim of such political involvement and visibility for Zambian librarians should be to make the Zambian people aware of libraries, their role in society and the eventual enactment of library legislation. The law of course would include the definition of professionalism in library and information services and consequently re-enforce the need for proper library and information education.

Finally, the University of Zambia's Department of Library Studies has already had its Masters programme approved by the University Senate and it is to start as soon as all necessary resources are in place. This writer hopes that the establishment of this programme will not be an end in itself but, rather the beginning of an aggressive and deliberate effort towards services and librarianship in general through student and staff research. The kinds of questions Zambian librarians and library educators should constantly be asking themselves are: What type of library education, for whom and for what purpose? And how does the Zambian library education relate to the profession generally? If these kinds of questions are adequately answered, library education in Zambia will certainly meet the important qualities of professional education that Harvard-Williams refers to. Consequently, library education in Zambia will positively and effectively affect the practice of librarianship in Zambia.

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DETERRENTS TO THE USE OF INSTRUCTIONAL MEDIA IN NIGERIAN UNIVERSITIES

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ABSTRACT

The study investigates some of the factors that inhibit the use of media in instruction by teachers in higher institutions in Nigeria. Questionnaires were administered to selected lecturers in two Nigerian universities. The lecturers identified thirteen barriers to media use. Inadequate or irregular supply of electricity was ranked highest. Other inhibitors include the lecturers' previous background and inexperience in media use, inaccessibility of media resources, poor funding for the purchase of equipment and materials production, infrastructural and operational constraints, poor management of available resources and inadequate (or non-availability of) projectionist's services. The study recommends further institutional support especially in the areas of funding, for developing media collections, and infrastructures and short trainings for lecturers to encourage media use.

INTRODUCTION

Previous studies on audio-visual instruction have shown that media can serve an important complementary role in instruction. Allen (1967) gave a number of reasons for using media in instruction. Among such are facilitating learning factual information, visual identifications, principles, concepts, rules, procedures, performing skilled perceptual motor acts, and developing desirable attitudes, opinions and motivations. In spite of the importance, we know that there is little use of instructional media in the classrooms, especially at the tertiary level. The use of media in universities even in technologically advanced countries has not grown at a pace commensurate with the expectations of instructional media proponents (Forouzesh, 1981). A study by Maconie (1989) shows that 53.5% of the universities in Britain still have predominantly print based libraries.

A review of the literature also indicates that while there are factors that promote the use of media, there are others that inhibit, even in situations where the lecturers would have wished to use media.

The personality of the teacher has been identified as one of such factors. Studies by Norsted (1970), Story (1972), Carlyn (1976), and Dunathan (1979) used personality characteristics of the lecturer as a variable. Norsted found that the self-sufficient aggressive teacher is not a frequent media materials user. He would most likely perceive the media as an incursion into his classroom teaching.

Quite related to personality factors is lack of experience or training in media use. Wilkes (1977), describes this deterrent as "operational constraints". These are the teacher's lack of skills to operate an equipment, to understand the technical features, and his anxiety on the success of the instructional episode while using media. Many teachers have been jittery on the use of media because they do not want to be seen as incompetent (of operating equipment) by their students.

The mode of instruction, and the lecture load of the lecturer have been described as possible deterrents. A lecturer who rarely gives lectures, but teaches by mail correspondence and other methods is less likely to use instructional media. So also are those who have heavy course loads being identified as unlikely to have enough time to prepare materials for teaching.

A fourth category of inhibitors are institutional barriers. Institutional economic barriers, as identified by Rose (1982) include lack of funds to buy and maintain equipment and to produce quality materials. Rose opined that administrators, educators and educational institutions are often unwilling to put money into technologies as long as they do not recognize the need for them. Other institutional barriers identified are non-availability of and inaccessibility to resources, poor management, and inadequate provision of infrastructural facilities.

In Nigeria, Woakes (1986) listed a number of constraints to the use of audio-visual materials. They include insufficient financial resources, difficulties in obtaining and/or producing relevant media materials and the ever present problem of inadequate or irregular power supply. Another constraint identified by Adaramola (1989) is the devaluation of Nigerian currency which has made the cost of instructional media prohibitive.

While a number of empirical studies have been conducted in developed countries to investigate the inhibitors to the use by lecturers, no attempt has been made to investigate the inhibitors to the use of instructional media in Nigerian universities. This study attempts to bridge this gap.

METHODOLOGY

This study was carried out on selected lecturers from fourteen departments in two selected universities in Nigeria. These are the Obafemi Awolowo University, Ile-Ife (O.A.U.) and the University of Ibadan, Nigeria. Universities in Nigeria are generally categorised by age, into three generations. The first generation universities were established between 1948 and 1970. The second generation universities were established between 1975 and 1980 and the third generation universities were established after 1980. The two universities selected for this study are from the first generation. Given the fact that they have been in a position to acquire all kinds of audiovisual materials, since funding was not a major constraint in these two universities until the 1980s, when funds allocated to the universities were drastically reduced, the findings obtained from these two universities will be fairly representative of the other Nigerian universities.

From a preliminary study, the Faculties/Colleges and Departments that have audiovisual media collections were identified. The Faculties of Medicine, Science, Education and Arts (in that order) were found to have media resources, more than the other Faculties. The Lecturers (especially in Medicine), also have more tendencies to use media resources and they often use them for instruction.

One hundred and fifty copies of the questionnaire designed for this study were distributed to a stratified sample of users and non users of instructional media. One hundred and thirty one were returned completed, representing 87.3% response. Seventy five of the respondents were from the University of Ibadan (U.I) while 56 were from Obafemi Awolowo University (OAU). The Departments selected for the study are listed in Table 1.

Considering the peculiar socio-economic and infrastructural situations in Nigeria, a list of 13 possible barriers was drawn up in the questionnaire, and the respondents were requested to indicate which of them were considered as inhibiting their use of media. Certain factors, like personality of the lecturer, the mode of instruction used by the lecturer and the number of hours spent on teaching were excluded in the investigation.

Table 1: DISTRIBUTION OF LECTURERS BY DEPARTMENTS

Departments	Respondents			Total
	U. I.	% of Total	O.A.U.	
Modern Languages	5	7.63	5	10
English	4	6.10	4	8
Linguistics/African Languages	3	4.58	3	6
Educational Technology/Library Studies	7	8.39	4	11
Curriculum Studies/Teacher Education	10	10.68	4	14
Institute of Education	5	5.34	2	7
Special Education	4	6.87	5	9
Zoology	5	6.87	4	9
Geology	5	7.63	5	10
Botany	5	6.10	3	8
Medicine	5	7.63	5	10
Surgery	8	8.39	3	11
Obstetrics and Gynaecology	4	5.34	3	7
Community Health	5	8.39	6	11
Total	75		56	131

N = 131.

U.I - University of Ibadan.
O.A.U. - Obafemi Awolowo University, Ile-Ife

FINDINGS OF THE STUDY

University lecturers in Nigeria still rely heavily on the second generation of audio-visual media for instruction. The interactive multi-media technology (the videodisc package etc) is yet to be introduced to the universities. Of recent, the computers and the associated software are being proliferated on the campuses. But there are still many departments without any. There is no doubt, however, that the computers are being accepted much more readily by all and sundry than the other forms of audio-visuals. The instructional media that were used by the respondents are slides, graphic materials, audio tapes, overhead transparencies, motion picture films, television, programmed instruction, audio discs, filmstrips, radio, microfilms and computer assisted instruction in that order of importance.

The problems that respondents usually encountered in the process of using instructional media in teaching are presented in Table 2. Inadequate or irregular electricity supply (or blackout) was ranked highest by respondents, with 91 (69.5%) considering this as a major inhibitor. Among the 81 media users, 65 (80.2%) indicated encountering the problem of power failure while 24 (48.0%) of the 50 non-user respondents also indicated not having electricity supply during lectures as a major inhibitor. Irregular supply of electricity is a national problem, so the finding is not surprising. The presentation in Tables 2 and 3 indicate that the problem is encountered by all the respondents alike. A lecturer who faces this problem repeatedly is likely to plan to use audiovisual resources in subsequent classes, more especially if electricity is required in projecting the materials.

Table 2: A RANKING OF INHIBITORS IDENTIFIED BY ALL RESPONDENTS

Inhibitors	Frequency	Percentage of Respondents
Blackout	91	69.5
Production Cost	78	59.5
Non-availability of Materials	60	45.8
Inaccessibility	48	36.6
Time	37	28.2
Projectionist	31	23.7
Space	30	22.9
Facilities	29	22.1
Management	27	20.6
Orientation	26	19.8
Operational	25	19.1
Screen	23	17.6
Inexperience	20	15.3

N = 131

Table3: A RANKING OF INHIBITORS IDENTIFIED BY MEDIA USERS

Inhibitors	No of Media Users	Percentage of Media Users
Blackout	65	80.2
Production Cost	57	70.4
Non-availability of Materials	42	51.9
Inaccessibility	31	38.2
Time	23	28.4
Space	23	28.4
Projectionist	19	24.5
Facilities	17	21.0
Management	17	21.0
Operational	17	21.0
Screen	14	17.2
Orientation	11	13.6
Inexperience	5	6.2
N = 81		

The production cost of instructional materials was identified as the second highest inhibitor to media use, with 78 (59.5%) of the sampled population indicating the problem. Some respondents also indicated that lack of money to employ the professional personnel to assist in the local production of materials, and for the purchase of commercially produced materials often inhibited the use of media. The problem was identified by both media users and non-users. Non-availability of suitable materials for teaching the respective courses taught by the respondents ranked third among the inhibitors with 42 (51.9%) of media users, 18 (36.0%) of non-users and 60 (45.8%) of all respondents indicating the problem. The content of most commercially produced materials were considered usually unsuitable for local demands. Some respondents expressed that they would have preferred to produce their own slides, tapes, graphics, videotapes and films, as the information would be more relevant to local experiences. Respondents from the colleges of medicine of both universities however, produce most of their media locally.

The poor management of the media resources, including scheduling, maintenance and storage in the departments or faculties was identified as inhibiting media use. Only 32 (24.4%) of all the respondents expressed satisfaction with the way resources were managed. However, the variable was ranked low on the list of inhibitors by both users and non-users.

Operational constraint, which has been referred to as inexperience or lack of previous training or exposure to the operation of media equipment was another inhibitor to media use. Some previous studies concluded that there was a relationship between media use and a previous experience/training in media use. In this study, the factor ranked least among the inhibitors listed by all the respondents: media user and non-user alike. However, 14 (28.0%) of the 50 non-users indicated this problem, thereby making it rank sixth among the inhibitors listed by non-users.

The non-availability of projection screens in the lecture rooms was reported by 17.6% of all the respondents. Among media users this inhibitor was ranked eleventh, it was ranked thirteenth by non-users. The conclusion could be drawn that this was not one of the more serious deterrents to media use. Make-shifts and ordinary wall surfaces have been found to be equally useful for projection in lecture rooms. Similarly, the lecture rooms and theatres used for teaching have been described by some respondents as lacking in facilities like wall-sockets, dark curtains and other facilities needed to project equipment. Twenty nine (22.1%) of the respondents ranked these inhibitors eighth. The difference in ranking between media users and non-users is very little.

The inaccessibility of available media materials and equipment to respondents was identified as a possible inhibitor to media use in previous studies. Aquino (1974) Sanner (1974) and Kozma (1978) concluded that accessibility of resources could increase media use whereas availability alone does not. Media materials and equipment have to be seen by lecturers as reliable and convenient to use. Less than half of the respondents (36.6%) indicated this problem. The study also found that lecturers often confined their search for available media resources to their departments and immediate environments. There was very little or no co-operation between the departments studied in both universities in terms of resource sharing.

Some lecturers indicated that they would have preferred to use projectuals like films, slides, transparencies and videotapes in their teaching, but could not operate the projectors. If their departments had employed the services of projectionists, to assist in operating the projectors, the respondents would have used media materials in their teaching. About 24% of media users and non-users indicated this.

Other inhibitors indicated by the respondents include lack of adequate space in the lecture rooms. This was indicated by 22.9% of all the respondents, but it was ranked 5th by media users while non-users ranked the barrier lower. Lack of previous orientation to teaching with media was ranked 5th by non-users and lower by media users. Some lecturers also indicated that they did not always have enough time to prepare media materials to teach their courses. Some media users indicated that media materials like films, videotapes and slides which often require longer time for projection were therefore hardly used, due to insufficient time. A further analysis of the barriers listed by respondents show that there are no significant differences in the problems encountered from one university to the other. Inadequate electricity supply and inaccessibility of materials and equipment were two inhibitors frequently cited. Out of the 56 respondents from OAU (82.1%) indicated irregular supply of electricity as a deterrent while 45 (60.0%) of the 75 respondents from Ibadan gave similar reports. Also, 33 (44.0%) of Ibadan respondents indicated that inaccessibility of the media resources was an inhibitor, whereas only 15 (26.8%) of the OAU respondents indicated such. It is however difficult to conclude that the OAU necessarily had a better management system than Ibadan or that Ibadan had a more reliable or adequate supply of electricity than the OAU.

CONCLUSION

In conclusion, most of the barriers to media use in instruction identified by this study are institutional, infrastructural and environmental. Inadequate or irregular supply of electricity stands out as the worst barrier with 69.5% of all respondents indicating such. This is a problem that could be best solved by the government and or the university authorities. The provision of necessary facilities like storage and projection space, screen, and electrical outlets for easy projection will further encourage media use. Funds need to be provided to the departments for the production of suitable teaching materials, while the services of competent projectionists should be employed to assist lecturers in equipment operation in the classrooms, thus reducing the problem of "operational constraints." The services of these personnel could also be useful in the management of the available media, which in turn would reduce the problem of inaccessibility of materials and equipment. Finally, short courses of workshops should be organized by the lecturers in the Educational Technology Department or their equivalents (e.g. Teacher Education) in our universities. Such courses, (as are already available at the OAU) will improve teacher attitude to media use in instruction, and increase frequency of utilization.

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READERSHIP PATTERNS AND CHARACTERISTICS OF THE USERS OF RURAL LIBRARIES IN ZIMBABWE

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ABSTRACT

Users of libraries in four rural districts designated as growth points, (where a community hall, library and school are provided) are surveyed, with a view to investigating the the reading patterns and characteristics of the users. The study reveals that the majority of library users in these districts are students and teachers, and newspapers and magazines were identified as the major reading materials. The study concludes that the promotion of reading and the provision of libraries in rural areas depend to a large extent upon a sound understanding of the needs and reading habits of the target groups.

INTRODUCTION

Most studies aimed at investigating what people read (especially through survey and interview) often end up reporting reading preferences (Guthrie and Seifert, 1984). One method is to present people with a list of topics, such as national news, fiction, hygiene, cooking, gardening and so forth, and ask them to indicate the topics they prefer reading about. In other instances, people are asked to write down the titles and authors of books they read recently, possibly with a description of the topics. These statements of content preferences are valuable, especially when it is to initiate reading activity in a population where there is none, or very little occurring. A well-rounded description of a person's reading activities includes three simple parameters: medium, content, and volume. The first dimension of readership is the medium. Since all reading involves some form of materials, a statement about form is a useful step. The most frequently occurring consulted information media are books, newspaper, magazines and brief documents (such as pamphlets and news-sheets).

The reading content is another dimension. The subject matter of national news can be purveyed in books, magazines and newspapers. Social science, health and humour often appear in each of these media.

The volume of reading is the third dimension needed for a well-drawn picture of readership. It is important to know how much reading a person does. If one person reads the national news in the newspaper for one hour each day, and another person does so for one hour per year, then the two individuals have different reading habits. If an individual reads an agricultural science textbook for two hours per day, he may be a student. But if the person reads the same book for two hours only in a year, he is more likely to be a farmer making occasional reference to a source book.

The reading activity must be measured in conjunction with the content and media of the materials read. The readership index for a community differs from that for an

individual member of the community. For a group of individuals, it is often valuable to know how the sub-groups compare with one another. Not only should there be a need to have volume, content and media statements for the group as a whole, but there is the need to compare and contrast by sex, age, educational status and occupational status.

The main objective of this study was to find out what the readership activity was like in a rural Zimbabwean community and then determine the level of provision of library and information resources in order to meet the needs of library users in the country.

METHODOLOGY

Readership surveys have been conducted in several countries. The bibliography compiled by Mann 1977 included surveys from more than twenty countries. It has been found that a survey through the questionnaire could be an important step in an effort to extend and develop reading habits. Thus, the instrument used for collecting data for this study was the questionnaire which was distributed and returned by mail so that the respondents could respond in private and anonymously. The questionnaire designed sought to obtain information about the personal details of respondents. The second part of the questionnaire sought to obtain data on the types of reading materials used by the respondents and the sources of their reading materials. The questionnaire accompanied with self stamped address envelope was distributed in the form of handout to potential readers in the four districts of Murehwa, Marondera, Mahusekwa and Mhondoro, in Zimbabwe.

These districts are designated growth points which have a combination of a school, community hall, and a library each. The questionnaire was pretested with readers of Murehwa Culture House Library in order to find out if there were any problems related to language construction.

The four district centres chosen for this project were a fair representation of an average district population across the board. For instance, the centre was a meeting place for the surrounding population which came for any of the following purposes: visiting shops to buy grocery; coming to a council meeting or to a women's club meeting; watching a cultural activity in a community hall provided at the centre or even coming to a political address arranged by a local party chairman. The other added facilities were such structures as a school nearby and a dipping tank which was a little distance away, or an agricultural show hall. Thus, the results obtained in the study would be fairly representative of readership in the rural areas of Zimbabwe. The infrastructure of a district centre as depicted above was fairly common throughout the country and therefore the results should reflect a picture which would be found to be more or less the same as in the other district centres in Zimbabwe.

Five hundred copies of the questionnaire were sent out, and of these, two hundred and seventy one representing 54.6% were returned. Enough time was given for the return of the questionnaire as the analysis of the results began after three months of the distribution.

ANALYSIS OF DATA

(a) Personal Characteristics

One hundred and sixty eight (58.6%) of the respondents were males, while 105 or 41.4% were females. Most of the respondents were in the 15-20 years age group =

revealed in Table 1. It is however, surprising that the age group of 21-40 constituted just about 25% of the respondents, given the fact that this is supposed to be the most active age group. This table, therefore, presupposes that a substantial proportion of the potential users would be the school leavers of the age group 15-20.

Table 1: The Distribution of Respondents by Age.

Age in Years	No. of Respondents	Percentage
15 - 20	186	68.13
21 - 25	32	11.72
26 - 30	12	4.39
31 - 35	09	3.30
36 - 40	14	5.13
Over 40 years	18	6.59

N = 271

Table 2: Ranked Distribution of Respondents by Years of Formal Education

Education	Number of Respondents	%
Upper Secondary (10-11 years)	95	34.80
Upper Primary (4-7 years)	70	25.64
Lower secondary (8-9 years)	57	20.88
Teachers College	21	7.69
High School (12-13 years)	11	4.03
University	2	.73
Technical College	2	.73
Agricultural College	1	.37
Others	9	3.30

N = 268

The majority of the respondents had 10–11 years of schooling or upper secondary education. Therefore in rural areas, provision for libraries should take this factor into account strongly. This group was followed by the respondents who had 4–7 years or upper primary education. As expected, majority of the respondents were single (77.66%) in view of their age range. Majority of the respondents were students (53.1%) followed closely by teachers (21.98%), school leavers (14.65%) and nurses (4.76%). This is not surprising since reading activity was related to the desire of most school leavers to improve on their educational status.

(b) Sources of Reading Materials

When respondents were asked about the source of their reading materials the responses varied a great deal; about 47.6% indicated that they obtained materials from the library 37.7% from school, 10.99% from home and 3.67% from the work place. This contradicts the study of Nweke (1990). In his study of the reading habits of urban Nigerians, personal collection constitute the major source of reading materials. For those who used library facilities only 58 or (21.25%) said the library was less than half a kilometre to their homes. It is significant that even though, 174 or (70%) of the respondents were within five kilometres of a library, yet 130 or (74.5%) of the respondents used the library facilities. This presupposes that 44 of the respondents who were within five kilometres of a library never bothered to use library facilities.

Types of Reading Materials

Since newspapers, magazines and books are readily available to readers, it was thought reasonable to find out what types of newspapers magazines and books they read. Most of the respondents rated The Herald Newspaper first (71.43%) followed by the Sunday Mail (42.99%) and Kwadza (24.91%). Given the fact that the majority of the respondents were either students or teachers, it is not unexpected that the Herald Newspaper would be preferred because of its educational value and frequency of publication. As regards magazines, the majority of the respondents preferred Parade (73.9%) followed by Prize (31.5%) Drum (14.29%) and Moto (11.36%). In the case of books, many of the respondents read educational books, followed by reference sources, mainly dictionaries.

SUGGESTIONS FOR IMPROVING THE PROVISION OF LIBRARY SERVICES TO PROMOTE READERSHIP

When respondents were asked to give suggestions for improving their reading habits a variety of suggestions was provided. The most frequently mentioned suggestion was the provision of more books in the library. The books should be suitable. Other suggestions include the provision of more seats in the library, posters to attract people, the recruitment of more staff and the building of bigger libraries.

CONCLUSION

The success of a reading promotion campaign and the provision of libraries in the rural areas depend to a large extent upon a sound understanding of the needs and habits of

potential users of the library. This study shows that the library is still conceived mainly as a centre for studying to pass examinations, hence the preponderance of students and teachers making use of the library. This is not surprising, since most libraries in the developing world including Zimbabwe always target this group of users to the detriment of other potential users of the library. This is consistent with a study by Alemna (1986). He found that 52% of respondents in his study on reading habits used the library preparing for examinations. It will therefore be worthwhile if libraries can provide, in addition to educational materials, recreational materials, especially books, newspapers and magazines in local languages which will ultimately attract a large number of users. The library could also play a role in the promotion of literacy programme in the rural areas. This will greatly aid the reading of library materials by the illiterates in the rural areas who constitute the greater majority.

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THE ADMINISTRATION OF ARABIC ARCHIVES IN NIGERIA

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ABSTRACT

The administration of Arabic Archives in Nigeria is discussed in the wider context of acquisition efforts, bibliographic undertakings, conservation and preservation techniques, information dissemination, utilization of the materials as well as consideration for an appropriate training scheme.

INTRODUCTION

Arabic Language has been a vehicle influencing the culture of many nations. The influence of the language in what is now the territory of the Federal Republic of Nigeria dates back to the emergence of Islam in that area toward the end of the eleventh century. It is, however, pertinent to mention that it was during the eighteenth century that a cultural blossoming occurred which resulted in a greater generation of Arabic literature which occurred in the early nineteenth century under the leadership of the Sokoto Islamic revivalists.

However, toward the end of the century, the production of the Arabic literature began to wane. Moreover, by the beginning of the twentieth century, the dominance of the British colonial rule, coupled with a new influx of printed Arabic books from Cairo, the Middle East and North Africa, tended to reduce the interest of the 'Ulama' (Islamic Scholars) in writing original works. The writings are said to constitute the classical literature of West Africa, and are virtual mines of information, regarding the culture and intellectual activities of their age. They are in forms of poetry, prose, fiction, letters, diaries and other belles - letters. They contain a vast literature on a number of topics like theology, politics, law, education, applied sciences, medicine, recreational arts and crafts, and a host of others.

As a result of such a variety of subject coverage, the works have more than ever before, become indispensable reference sources to scholars and researchers in different fields of learning, particularly Arabic - Islamic Studies, History, Political Science and Administration, Sociology, and Linguistics.

ACQUISITION ACTIVITIES

Over the years, arabic archives in Nigeria have achieved not only national but also international importance because of their immense research value and relevance in the enrichment of knowledge and understanding of the historical, cultural, and socio-economic development of the country.

Consequently, frantic efforts have been made by a number of academic, research and public institutions, both within and outside Nigeria, to collect, document and preserve the materials for proper and effective utilization. The participation of Nigerian academic institutions in particular was stimulated further by two main factors. First, was the urgent need to collect, document and preserve (for posterity) all indigenous historical source materials. Second, was the introduction of certain academic or research programmes in these institutions which necessitated the use of the materials for teaching and research purposes.

Prominent amongst the Nigerian institutions that engaged in the collection of the materials are the National Museum, Jos in 1952; the Centre for Arabic-Islamic Documentation of the Institute of African Studies, University of Ibadan in 1953; National Archives, Kaduna from 1960 – 1970; Ahmadu Bello University in 1964; Sokoto state History Bureau in 1973; Bayero University in 1974; Centre for Islamic Studies of the Usman Danfodio University in 1982; and the Institute of Transaharan Studies, University of Maiduguri in 1983.

Another important organization is the Arewa House, in Kaduna. It is the Ahmadu Bello University's Centre for Historical Documentation and Research. Amongst the important facilities provided in the Centre is a research library and archive. The library and archival collections of the Centre are now well over 10,000 volumes, and they comprise different items of books, pamphlets, Arabic manuscript works, theses, periodicals, etc. The manuscript works are largely photocopies that were obtained in Nigeria and from other parts of the world by the former Director, Late Professor Abdullah Smith before his death in 1984.

In other African countries also, there are many libraries, educational and archival institutions where numerous collections of Arabic literary works of Nigerian provenance are available. For instance, the Institut de Recherches en sciences Humaines (I.R.S.H.), Université de Niamey in Niger Republic has acquired, catalogued and preserved many Arabic works dealing with the intellectual activities of Hausa states from the fifteenth century onwards. The other centres include the Institute of African Studies, Ghana; I.F.A.N., Dakar; Ahmed Baba Centre of Documentation, Timbuktu; the Libyan government Archives (Dar al-Mahfuzat al-Tarikhiyya) and several other places like the Algerian, Tunisian, Egyptian and Sudanese archives.

In the Western countries, some notable places where the Arabic manuscript materials are available include the Bibliothèque de l'Institut de France, the Bibliothèque Nationale both in Paris, the North Western University library and the British Museum Library.

In the Bibliothèque de l'Institut de France, there is a collection of some 223 Arabic manuscripts among the Gironcourt papers. These were collected by the French archaeologist, George de Gironcourt during an expedition to the region of the Niger bend in 1911–1912, and contain many works of Nigerian provenance.

The Bibliothèque Nationale, also in Paris, holds the Archinard collection. This consists of several volumes of Arabic manuscripts emanating from West Africa, especially the 509 items taken from Segu (Presently in Mali) in 1890 by the French Commander Archinard.

The Northwestern University Library preserves the Paden collection. The collection is based primarily on the private library of a famous scholar-trader, Umaru Falke of Kano. This collection was purchased and taken to Northwestern University by a

known scholar, Professor Paden in 1970. The collection amounts to over 1,000 pieces of Arabic works written mostly in Arabic and Hausa and very few in Yoruba languages.

The British Museum Library contains most of the valuable ancient Arabic documents that were removed from Nigeria by the British colonial administrators. The above mentioned countries are, however, by no means the only places where such items are available. There are a good number of valuable manuscript works either in the libraries or Museums of many other European and American cities.

BIBLIOGRAPHIC DESCRIPTION AND PROBLEMS OF BIBLIOGRAPHIC CONTROL

A comparative study of the bibliographic description of Arabic archives in Nigerian libraries and archival institutions revealed a lot of variations. Below are the sample entries obtained in some selected centres in the country.

(1) The Northern History Research Scheme (A.B.U.)

(a) UTHMAN b.b. MUHAMMAD b. FUDI

Nur al-Albab

21p.

P. 140/1

Sokoto

(b) ABD ALLAH b. MUHAMMAD b. FUDI

DIYA ulum al-Din

82p.

Date : 1228 A.H.

P. 156/1 Mic.69

(2) The Bayero University Library

Ms No. 29 Date of acquisition 8/5/75

Author Uthman b. Muhammad b. Fodio

Title al-Farq baina waliyat ahl al-Kufr

No. of pages 13 size of page 23½ x 18 cm

Date of authorship A.H. NIL A.D. NIL

Copyist _____

Loaned for photocopying by Al-Hajj Boyi Gidan

U/doma, sokoto

Donated by _____ of _____

Purchased from _____ of _____

Collected by _____ of _____

(3) The National Museum, Jos

AUTHOR: UTHMAN B. MUHAMMED
 TITLE: NUR-AL-BAB
 SIZE: 23½ x 18 cm
 DESCRIPTION: MANUSCRIPT IN 12 FOLIOS
 M.O.P.: PURCHASED FROM SOKOTO

(4) The National Archives, Kaduna

J/AR 1/18
 ABDULLAHI b. Fudi
 Diya'u al-siyasat
 Comp. 1312/1894
 52 P.

There are numerous factors that tend to under-mine effective and uniform bibliographic treatment of Arabic archives in Nigeria. The first major problem is that a large proportion of the materials exists in individual private custodies. This poses a fundamental problem of identification and recovery by libraries. Moreover, there is the absence of a specific national depository/centre where the archives could voluntarily be deposited by their owners; or a centre to be charged with the responsibilities of discovering and recovering the materials as well as monitoring and co-ordinating the bibliographic activities of the other existing local centres in the country.

Furthermore, most of the Nigerian libraries or research centres that hold the archival materials do not at all maintain a comprehensive and up-to-date bibliography of their holdings. This greatly hinders not only the preparation of a national union catalogue but also the successful realization of an effective co-operative scheme especially in the areas of acquisition, cataloguing, lending, photocopying and exchange of the archival documents.

(The other more serious problems are the complete absence of a common thesaurus or subject headings list and non-existence of any standard or nationally acceptable cataloguing code in the country. Also, none of the existing conventional bibliographic classification Schemes for Printed Materials prove conveniently applicable because of the uniqueness of the Arabic archives; hence the reason for some variations, contradictions and unforeseen complications both in the entire bibliographical undertaking and also in the approach to information/document retrieval. For instance, the Northern History Research Scheme at the Ahmadu Bello University and the National Museum, Jos adopt author/title approach to document retrieval, while the Bayero University Library and the National Archives, Kaduna consider the adoption of a classification number to be more practicable.

In order to arrest the problems highlighted above, individual centres should endeavour to maintain an effective, comprehensive and up-to-date bibliography of their holdings. This would further facilitate the production of a national guide or Union catalogue of all the materials available in the existing Arabic manuscript documentation centres in the country. Furthermore, in order to provide a uniform bibliographic practice throughout the country, and also obliterate the variety of approaches to

information retrieval, the formulation of a nationally workable and acceptable bibliographic standard code of arabic archival materials is of paramount importance.

CONSERVATION AND PRESERVATION

Just like all other types of archival materials, the problem of Arabic archives is not only of protecting them against such possible dangers of theft, fire, flood, insects, humidity or any harmful effects of environment/climatic conditions. But more importantly, is the application of techniques of keeping the materials permanently in such a condition that would ensure their preservation in the most favourable atmosphere and away from any thing likely to cause slow but continuous deterioration.

The Nigerian libraries, Archives and Museums generally employ simple and less expensive techniques of preserving and conserving their Arabic archives. The materials are normally housed in ordinary air-conditioned rooms. They are kept inside either special jackets, small boxes or cartons, while some items are preserved inside leather satchels and then hanged on the walls. In order to maintain the physical strength of the archives, they should be either bound, laminated or micro-filmed. The archives are usually arranged on either metal, wooden or plastic shelves. Wooden or glass cupboards or steel cabinets are also rarely used.

The archival collection in each centre is regularly maintained by sweeping the storage area, cleaning every document, and application of insecticides. As a necessary protective measure, newly acquired materials are thoroughly examined and scrutinized for signs of infestations and then fumigated.

Without doubt, extreme dryness and exposure to sunlight or any other light which produces heat or ultra-violet crumble leather, deform parchment and perish cellulose. It is in this respect that a number of Arabic archival materials in Nigeria have become vulnerable. The materials have turned brownish at the edges while some have become brittle and even crumbled to powder. Such is the state of deterioration of many Arabic archives in the country, particularly those in private hands. Due to improper care and poor storage conditions, most of these materials have either folded lines on them or cracks along their edges. In certain cases, fire, water, insects or rodents have damaged the materials with stains or have faded legible inks. However, with photographic, microfilming and other related facilities in the established repositories, such weak or damaged materials could be re-inforced and their usefulness or longevity be greatly increased.

INFORMATION DISSEMINATION AND UTILIZATION

In Nigeria, language barrier is one of the most significant problems associated with the management of arabic archives. Apart from the fact that a greater proportion of the materials is written in Arabic, those written in Nigerian Languages (such as Hausa, Fulfulde, Kanuri, Nupe, and Yoruba) are rendered in the Arabic alphabets. Thus, proficiency in Arabic language is a desideratum not only for efficient and effective dissemination of information, but also for proper utilization of the archival materials. It is no doubt for this reason that most of the existing Arabic documentation centres in the country employ the services of Arabic specialists who document and organize the materials and provide translation services to users as well.

Many prominent scholars in Nigeria have already verified the need for the arabic archives to be transliterated into the Roman Script and also be translated into a number of languages for wider public consumption. It is in this direction that the Sokoto State History Bureau in particular has taken the lead. In addition to the regular translation services which it provides to researchers/users, the Bureau has, for many years, been engaged in the transliteration, translation, editing and publication of some major arabic archival works especially those emanating from the Sokoto Caliphate that are in its holdings. It is thus hoped that with the availability of funds and qualified personnel and further intensification of efforts by the existing Arabic documentation centres in the country, a tremendous achievement will be made in this direction.

TRAINING PROGRAMME

In Nigeria, qualified personnel in the field of archival management are generally few, talk less of those with particular specialization in Arabic archives. This is so because training in this important and highly relevant field is accorded less attention by most of the Nigerian Library Schools. For instance, among the four major library schools in the country, those at the Ahmadu Bello University and University of Ibadan have introduced archives administration and records management course programmes at the postgraduate level, while the University of Maiduguri and Bayero University both run the course at the undergraduate level. However, none of these institutions runs programme specifically on Arabic archives administration.

It is pertinent to emphasize that Arabic archives, unlike printed books, are unique and complex materials that require special training and experience for their proper organization and administration. Thus, the need to develop a training scheme in this area, and more especially at the undergraduate level is clearly evident.

It is therefore hoped that all the existing library schools in Nigeria would rationalize their academic programmes to reflect the local needs. They should broaden their course contents to encompass a specific curriculum that would address itself to the problems of acquisition, processing, organization, documentation, preservation, information dissemination, utilization and management of Arabic archives. The introduction of this special training can thus be extremely beneficial to the libraries, Archives, Museums and other documentation centres in Nigeria.

CONCLUSION

Conclusively, it should be stressed that the successful accomplishment of acquisition, organization, bibliographic undertaking, conservation and preservation, information dissemination and management of arabic archives in Nigeria hinges largely upon the following factors: enactment of a deposit law to ensure easy and complete recovery of the materials by the existing documentation centres; proper co-ordination of the acquisition and bibliographic activities of all the centres, standardization of bibliographic procedures, translation, editing and publishing of the materials, and the establishment of an effective national co-operative network system to facilitate joint bibliographic listings, inter-library lending, photocopying and exchange of documents.

However, in order to ensure success in this direction, there should be the full co-operation and necessary support of the Government, the libraries, archives, museums

documentation centres as well as all other academic and research institutions that are either directly or indirectly involved in the acquisition and documentation of the arabic archives in the country.

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THE TRAINING OF TEACHER LIBRARIANS FOR COMMUNITY JUNIOR SECONDARY SCHOOLS IN BOTSWANA

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ABSTRACT

The paper discusses the role of school libraries in the educational process. The role of teacher librarians to meet the changes in learning and curriculum is highlighted. The training programme for teacher librarians at the University of Botswana to meet the needs of 175 community junior secondary schools in Botswana is described. The paper finally concludes, that four years after the commencement of the training programme, only 26 teacher librarians have been produced. This has greatly hampered the development of school libraries in Botswana.

INTRODUCTION

Community Junior Secondary Schools began as a local community effort in line with Botswana's principle of self-reliance. The aim of these schools was to provide places for primary school leavers who could not be admitted in government and government-aided secondary schools.

From the onset, these schools were seriously handicapped since they depended on local communities for funding. They therefore lacked adequate buildings, finance, and teachers; and hardly any provision could be made for libraries.

In 1977, the National Commission on education observed that there was no provision for full-time librarians in most schools. Schools had to allocate responsibility for the library to a teacher who was supposedly (although often not in practice) given a lighter teaching load to enable him/her to spend time on and in the library. This meant that teachers with no library experience had to struggle along as best as they could, without proper financial advice from school administration. In practice, funds were lost to the library or misused, unsuitable books were ordered, opportunities for improving library equipment were missed, and conditions remained generally unsatisfactory. (Education for Kagisano, 1977).

The Commission recommended that school libraries should be developed; as a prelude to the provision of trained staff in all secondary school libraries, the Ministry of Education should encourage head teachers to appoint teachers and pupils as library assistants; and a library Adviser should be appointed in the School Inspectorate to supervise the activities of the school libraries.

As part of the planned strategy for improving secondary education, the Government gradually began to provide money for the improvement of buildings, purchase of furniture and equipment, payment of teachers, and acquisition of books and other learning/teaching resources. With funds available from the World Bank and the African Development Bank, the older community junior secondary schools have been improved with library rooms added and new ones were being built with provision for libraries. The secondary curriculum has been diversified to include Agriculture, Design and Technology, Home Economics, and other Home Crafts.

There were plans to provide all community junior secondary schools with central libraries designed to serve the needs of the new curricula. Each library was expected to be stocked with a core collection of relevant reference and resource material and managed by a teacher librarian.

A recommendation was made and approved by the Government that a national training programme be introduced for teacher librarians which would accommodate both the short and long term requirements of the community junior secondary school programme.

THE NEED FOR TRAINING TEACHER LIBRARIANS

Changes in learning and the curriculum have brought new roles for school libraries. These new roles have significantly influenced the role and status of teacher librarians. If school libraries are to contribute fully to the educational process, a case could be made for the dual qualification of teacher-librarians.

Changes in learning and the curriculum

The introduction of the nine year basic education programme which extends into the community junior secondary schools have brought about a change of emphasis and approach in the education system. Education is to be more pupil-centred and practical. Today the emphasis is very much on learning than on teaching, and on pupils discovering ideas and information for themselves. Pupils should no longer be taught to master-facts but be taught how to learn, that is, they should be provided with the skills that will enable them to access, analyse, select, and communicate information and be able to use information in problem-solving and decision-making situations. The emphasis is now on problem-solving rather than on note learning.

It is important to note that pupils learn in different ways - by reading, listening, talking, doing things with their hands, looking, and often by a combination of two or more of these ways. Also the methods of instructions are changing from large group instruction to small groups working together, and individuals working alone at their own pace. Teachers may use all three methods at various times.

Materials for study and learning are appearing in different formats. Apart from the traditional printed formats, there are audio-visual materials which are very important means of learning, both within and outside the school. These media are becoming easier to use, cheaper, and available to more people, and can be matched to the needs of pupils and can be an important factor in learning. (Brewer, 1981).

The Changing Role of the School Library

The new approach to education has far reaching implications for the school library. The school library can no longer be seen as a neutral adjunct to the instructional pro-

gramme but rather as the very hub of an enquiry process which may be initiated in teaching.

No longer can the school library be seen as a source of information, but rather as a place where attitudes are developed, understandings are broadened, social changes take place, and leisure pursuits are developed.

Furthermore, school libraries are no longer passive collections of books but are dynamic learning centres with printed and non-printed materials, where pupils can develop the facility of learning how to learn and how to handle and utilise information both within the school and in society. The traditional concept of school libraries as surrogate classrooms occasionally vacated for pupils to borrow material has been slowly eradicated.

The school library is now viewed as a resource centre that supports and influences a dynamic educational programme within the school by providing information services that respond to the information needs of teachers and fosters their professional development. It is a learning laboratory that provides opportunities for pupils to develop information skills and develop a commitment to informal decision-making. Also it is a learning laboratory that links learning and resources for learning by focusing on the processes and content oriented to learning how to learn, and provides opportunities for pupils to become self directed learners and develop a commitment to lifelong learning. (Hall, 1986).

Implications for Teacher Librarians

The changes in learning and the curriculum, and the changing role of the school library have significantly influenced the role and status of the teacher librarian. The teacher librarian is no longer a custodian of books, an adjunct to the teaching staff of the school, but he/she is an active member of the teaching establishment involved in curriculum development and responsible for a wide array of professional activities.

Whitenack (1971) explains that the key to the school library is adequate professional media staff - some generalists and some specialists, with support from technicians, aides, and clerks. He continues:

"Personnel specialisation should include reference, research, subject disciplines, and guidance in utilisation, graphics preparation, message design or instructional technology, television, audio-visual communications, as well as learning theory and management."

Foskett (1975) views the role of the school librarians as an observer in an aeroplane who can see what goes on in many fields because he is not engaged in tilling them.

He can act as a link between specialists in different fields by drawing attention to problems and he can suggest where techniques successful in one field may have an application to another. He concludes:

"He is a specialist in communication and his business is to observe the lines of communication and see that they cross whenever it may be appropriate and profitable."

Foskett's view is extended further by Young and Grimes (1980) to include practical demonstrations of the librarian's skills in "husbandry" - offering expertise in areas like curriculum planning and the development of language and study skills programmes. In doing so:

"... he can help to create a more positive awareness within the school of the value of a librarian, which should in its turn generate a more generous and

committed feeling for the library among those in management who have the power to bring about substantial changes in the structure of their own establishments."

The librarian thus becomes a teacher and is seen to take part in the educational process, rather than merely supporting that process.

A Case for Dual Professional Qualification for Teacher Librarians

The librarian in a school is expected to participate actively in the schools management structure, where, as a member of the curriculum team, he may be required to give technical advice. This is only possible if the librarian is a trained teacher. The Bullock report recommends that:

"... all school librarians should be dually qualified in teaching and librarianship".

This is essential to enable librarians and school libraries to take their place where they rightly belong

"... at the heart of the school's resources for learning. (Department of Education and Science Great Britain, 1975).

In supporting this recommendation, Young and Grimes (1980) state that:

"... the librarian would no longer be regarded as an outsider in terms of the school's curriculum plans and resources allocation. He would have the credibility among staff as being one of us with all the advantages that go with implicitly shared aims, objectives, experience, and language. He would be able to argue his case for library development from a much wider base, as well as finding his expertise more readily accepted in a wider area of school management policies.

This does not mean that the traditional skills of librarianship are in any way inadequate for the task of managing a school library. Rather, it suggests that in the wider arena of education, the teacher librarian needs additional expertise in order to direct those skills towards achieving a maximum desirable response. It is only through training in both education and librarianship that the teacher librarian can develop the school library to its full potential.

THE TRAINING OF TEACHER LIBRARIANS IN BOTSWANA

In early 1986, a consultancy was commissioned to devise the training programme for teacher librarians in community junior secondary schools in Botswana. The consultancy was co-sponsored by the Ministry of Education, the British Council and the World Bank. The consultancy was undertaken by a British scholar, Ray Lonsdale, who was a lecturer at the College of Librarianship, Aberystwyth, Wales. To assist the consultancy, a Reference Group, comprising representatives of the Ministry of Education, the Botswana National Library Service, the Department of Library and Information Studies, University of Botswana, was established.

The Consultant's main term of reference was "to develop, in conjunction with the Department of Library Studies, University of Botswana, an in-service training programme designed to equip community junior secondary school teachers with the basic skills and competencies needed to operate school libraries, bearing in mind the need to ... provide a general frame work for the continued in-service training and upgrading of more teachers in the required skills and competencies." The consultant recommended, among others, that:

A Certificate in School Librarianship should be devised and established by the Department of Library Studies in May 1988. (Lonsdale, 1986)

Certificate in School Librarianship

In May 1988 the Department of Library Studies received its first set of students for the Certificate in School Librarianship. Initially the curriculum was in two parts comprising ten courses:

Part I: five courses during the first year from May to August - 14 weeks.

Part II: five courses during the second year from July to August - 10 weeks.

In addition, an eight month Practical Placement in a school library between Part I and Part II formed an integral part of the programme.

Since the curriculum was originally conceived on the basis of United Kingdom models, the Department carefully monitored the programme and obtained views from the students and the Ministry of Education about the programme. After the first year, the Department revised and re-orientated the curriculum to the needs of school libraries in Botswana. The number of teaching courses was reduced and the name of the programme changed to Certificate in School Library Studies.

The programme is open to applicants who already possess the diploma in secondary education from the University of Botswana or its equivalent from any of the recognised institutions, plus one year post qualification experience. The programme is a full-time programme equivalent to one academic year, extending over a period of two academic years.

The course content includes: the role of libraries in education, information resources for teaching and learning, organisation of information sources, school library administration and management, selection and evaluation of information resources, using information resources, and developing information products.

There is a practical placement during the period between the two semesters, which requires each student to spend an equivalent of six hours per week working in the school library to which he or she has been posted. This practical placement enables the student to utilise the knowledge gained during the first semester to demonstrate its application in a library setting. A comprehensive practical placement report is submitted by the student at the commencement of second semester. Since the commencement of the programme, only twenty-six teacher librarians have been produced.

PROBLEMS AND THE FUTURE OF THE TRAINING PROGRAMME

When the training programme was conceived of in 1986, there were only 69 community junior secondary schools in the country. To provide a trained and qualified teacher librarian for each of these schools within the shortest possible time, the original plan was to train at least 25 teacher librarians every year. This target has never been met. Since the programme started in 1988, the Department of Library Studies has produced only 26 qualified teacher librarians instead of the expected 75: 14 in 1989; 9 in 1990; and 3 in 1991. At present 18 teachers are in Semester II hoping to complete this year; in Semester I, there are only 10 who are expected to complete next year. It is not yet known how many will be selected by the Ministry of Education to register next year.

The process of training teacher librarians is a bit slow to keep up with the growing number of community junior secondary schools. At present there are 157 such schools and more are being built every year. Training at this rate will take another ten or more years before every community junior secondary school will have a trained and qualified teacher librarian.

The problem the Ministry of Education faces at the moment is selecting teachers and approving their release from schools. There is a shortage of teachers in the country, therefore it is not easy to release teachers for the programme, when there are no other teachers to replace them. The development of community junior secondary school libraries will be enhanced if more teachers are released for the training programme.

CONCLUSION

The present situation of school libraries has changed from a book collection in a room remote from the teaching areas. Far gone are the days when the school library was considered as a desirable extra rather than an essential element in the serious business of teaching and learning. Today school libraries are referred to as "instructional materials centres" "media centres", or resource centres". Although many people still prefer the word "libraries", the use of the words "instructional", "media", resources", centres", indicates a great change in attitude.

This great change in attitude coupled with the changes in learning and the curriculum have far reaching implications for the school library, which in turn has significantly influenced the role and status of the teacher librarian. Therefore, the head of a school library should not only be a teacher or a librarian, but a teacher and a librarian - one with qualifications in education and librarianship.

With this dual qualification the teacher librarian will be able to power the library machinery into the school curriculum to achieve excellence in school library services. The Certificate in School Library Studies programme offered by the Department of Library and Information Studies, University of Botswana, is a well structured programme to meet the needs of teacher librarians in Botswana.

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INTRODUCTION

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The first indicator of the Africa Regional Centre for Information Science (ARCIS) is the fact that it is a multi-disciplinary centre, covering the fields of Library Science, Agriculture and Forestry, the Social Sciences, Education, Technology, Medicine, Environment, Law and the Natural Sciences, which has the status of a Faculty.

The University of Botswana is the largest, multi-disciplinary training centre in Botswana. The first postgraduate degree was awarded in 1962 under the authority of special powers conferred on the University of London. Since 1965, Botswana has produced over 4,000 Masters and 500 Doctors of Philosophy graduates.

(a) Background to ARCIS

The idea of a school of information science for English-speaking Africa was conceived by Unesco in 1974, revised at Canada's International Development Research Centre (IDRC) in 1980, and successfully sold at the meeting of Commonwealth Heads of Government held in Hong Kong in March 1981. In January 1982, a four-man team of experts visited major African universities in order to recommend to Unesco and IDRC the best location for the proposed school. The University of Botswana was recommended as best of ten with a school to be established; the order was stopped for about a year, University in Ethiopia. The proposed school at Botswana was eventually named the Africa Regional Centre for Information Science (ARCIS).

(b) Objectives

The Africa Regional Centre for Information Science (ARCIS) was opened in November 1981 at the University of Botswana after many years of gestation during which several UNCTAD/IDRC efforts played important roles in formulating its objectives, organising local support and programming. In broad terms, ARCIS addresses African development needs and has three inter-related information work components with a view to providing both short and long-term solutions to them.

In pursuance of this objective, ARCIS is involved in the following activities:

- (1) research, training, and programming in information science (1986, April, 1989);
- (2) publishing, reviewing, studying and circulating the best available and most appropriate information resources;
- (3) publishing, reviewing, studying and circulating the best available and most appropriate information resources.

SPOTLIGHT ON AFRICAN REGIONAL CENTRE FOR INFORMATION SCIENCE, UNIVERSITY OF IBADAN, NIGERIA

I. INTRODUCTION

The host institution of the Africa Regional Centre for Information Science (ARCIS) is the University of Ibadan, Nigeria's first and only university until 1960. The University was founded in 1948 as a college of the University of London with only 109 students in the foundation faculties of Arts, Science and Medicine. It attained autonomous status in 1962 and, by the beginning of the 1988/89 session, had a student population of well over 14,000 in the College of Medicine (comprising three Faculties); the Faculties of Arts; science; Agriculture and Forestry; the Social Sciences; Education; Veterinary Medicine; Technology; Law; and the Postgraduate School, which has the status of a Faculty.

The University of Ibadan is the foremost postgraduate training centre in Nigeria. The first postgraduate degree was awarded in 1952 under the scheme of special relationship with the University of London. Since 1964, Ibadan has produced over 4,000 Master's and 800 Doctor of Philosophy graduates.

(a) Background to ARCIS

The idea of a school of information science for English-speaking Africa was conceived by Unesco in 1973, revived at Canada's International Development Research Centre (IDRC) in 1980, and successfully sold to the meeting of Commonwealth Heads of Universities, held in Hong Kong, in March 1981. In January 1983, a four-man Team of Experts visited many African universities in order to recommend to Unesco and IDRC the best location for the proposed school. The University of Ibadan was recommended as one of two such schools to be established; the other was proposed for Addis Ababa University in Ethiopia. The proposed school at Ibadan was promptly named the Africa Regional Centre for Information Science (ARCIS).

(b) Objectives

The Africa Regional Centre for Information Science (ARCIS) was opened in November 1990 at the University of Ibadan after many years of gestation during which several international agencies played important roles in formulating its objectives, organizational structure and programmes. In broad terms, ARCIS addresses African development problems that have demonstrable information services components, with a view to providing both short-and long-term solutions to them.

In pursuance of this objective ARCIS is involved in the following activities:

- (1) running higher degree programmes in information science (MInfSc, Mphil, PhD);
- (2) providing short-term training and retraining, through seminars and workshops, at different levels of information services;

- (3) providing consultancy services in systems analysis, design and evaluation; database construction and management; information policy formulation and implementation; and solutions to operational problems in information technology; and
- (4) Conducting research on the problems and prospects of information science in the rapid socio-economic development of Africa.

(c) **Facilities**

Temporary accommodation has been provided for ARCIS in an exclusive, 24-room building at the centre of the university campus. The building houses the library, computers and peripherals, information technology and micrographics laboratories, seminar and demonstration rooms, lecture rooms, general administrative and staff offices.

ARCIS staff and students, as well as visiting fellows, are also entitled to the use of other university facilities, such as the central library, the health centre, central computing facilities, sports and recreational facilities, among others. Foreign students are given priority in the provision of accommodation on the university campus, especially in the new ARCIS Student Mini Hostel.

As would be expected, ARCIS must have certain minimum facilities, and its staff must be equipped to carry out the Centre's objectives. These needs have been carefully worked out for the 1990/91 to 1995/96 period, copies of which are being distributed as a basis for appealing to all categories of donor agencies for assistance. All forms of assistance will be promptly and publicly acknowledged, unless anonymity is preferred.

II. ORGANIZATIONAL STRUCTURE

(a) **Status**

ARCIS is an autonomous unit in the Faculty of Education, with the status of an institute

The administrative and academic head of ARCIS is a professor of information science, who is designated Director and who is appointed by the University of Ibadan, after due consultation with the donor agencies providing major financial and technical backing for the Centre. Professor W. O. Aiyepeku is the first Director of ARCIS.

(b) The Academic Committee of ARCIS presents the academic programmes of ARCIS, through the Faculty of Education and the Postgraduate School, to Senate. Its membership comprises the academic staff of ARCIS and other members from within and outside the University of Ibadan, as approved from time to time by the Senate.

(c) Provisions have been made for an International Consultative Committee on ARCIS. The Committee brings together representatives of all English-speaking West African countries, as well as international and regional agencies that are being asked to contribute students, staff, funds, material and goodwill to the success of ARCIS

programmes. The Committee meets periodically to: (a) review the service and non-degree programmes of ARCIS; (b) advise on how best African Governments and agencies can benefit from ARCIS programmes; and (c) make regular reports, through the Vice-Chancellor, to the Council of the University of Ibadan.

Membership of the Committee comprises the following three categories, each sub-category being represented by one person:

Chairman: Deputy Vice-Chancellor, University of Ibadan

(i) Country representatives:

Cameroun	Liberia
The Gambia	Nigeria
Ghana	Sierra Leone

(ii) International and Regional Representatives:

Economic Commission for Africa, Addis Ababa
 International Institute of Tropical Agriculture, Ibadan
 Economic Community of West African States (ECOWAS)
 African Development Bank, Abidjan
 African Regional Centre for Technology, Dakar
 School of Information Studies for Africa, Addis Ababa University

(iii) University Representatives:

Dean, Postgraduate School, University of Ibadan
 ARCIS Director, University of Ibadan
 Provost, College of Education, University of Ibadan

The terms of reference of the Committee have been determined by the Vice-Chancellor, University of Ibadan, on the advice of the Academic Committee of ARCIS.

The interdisciplinary nature of information science is recognized world-wide. Typically, it draws strength from library studies and the numerical and social sciences generally. The Centre's structural specifications, as described here, ensure that ARCIS has both formal and informal links with each of these and other relevant disciplines at the University of Ibadan and elsewhere.

III. ARCIS PROGRAMMES

The programmes of ARCIS comprise four complementary components as follows:

- Seminars and Workshops;
- Consultancy and Related Public Service;
- Higher Degrees; and
- Research.

(a) Seminars and Workshops

ARCIS expects to be in a strong position to continue to run a number of seminars and workshops every year on different aspects and at different levels of information services. More specifically, ARCIS is well equipped to:

- (i) run short-term training and retaining programmes for staff of the Pan African Development Information System (PADIS) in Addis Ababa; institutions, such as the Pan African Institute for Development (PAID) in Cameroun and the African Regional Centre for Technology (ARCT) in Senegal and similar institutions in West Africa sub-region; as well as national and private institutions;
- (ii) participate actively in the training of personnel needed during the decentralization phase of PADIS at both sub-regional and national levels;
- (iii) organize workshops and seminars designed to transfer specific skills, such as techniques of input and processing operations, in both manual and automated information systems; and
- (iv) mount regular staff seminars designed to advance the frontiers of knowledge in information science, as well as suggest solutions to operational problems in African information systems.

(b) Consultancy and Related Public Service

- (i) **Consultancies in Systems Design.** The academic and technical staff of ARCIS provide consultancy services in the design, management and evaluation of information systems in Africa. The modalities for such consultancies are in strict conformity with the guidelines laid down by the Consultancy Services Unit of the University of Ibadan. Both group and individual consultancies are encouraged and already, several such consultancies have either been successfully completed or are in progress.
- (ii) **Database and Databank Construction and Training of Users.** African governments and institutions are increasingly applying computers to the storage, processing and retrieval of both bibliographic and numeric data for socio-economic development. ARCIS expects to play a major role in stipulating and updating standards of database and databank construction, as well as the training and retraining of policy makers who have to incorporate the products of these data resources into their policy analyses and decisions.
- (iii) **Formulating Recommendations for Policies on Information Systems Technologies.** The proliferation of disparate computer hardware configurations and the incompatibility of their software packages constitute a major topic in the New Communication Technologies. Developing countries are essentially at the receiving end of vigorous, and sometimes unscrupulous, sales promotions, especially by the big and powerful manufacturers of these expensive gadgets. Several African countries, including Nigeria, have set up central computer committees to advise governments on appropriate policies on the importation and maintenance of computers and peripherals. However, computers are only a part of a wide range of information systems technologies. ARCIS staff expect to continue to play an important part in:

- formulating recommendations for policies, tailored to the socio-economic development needs of African countries, in the acquisition of appropriate computers and peripherals for handling bibliographic and numeric information; and

- providing advice on the optimal utilization and adaptation of telecommunications and technologies available in African countries in the processing of development information.

(iv) **Suggesting Solutions to Operational Problems.** All over the world, operational information systems face routine breakdowns of hardware components as well as problems of adapting software packages to suit the changing demands of users. In developing countries, such problems assume crisis proportions quite often. The academic and technical staff of ARCIS expect to continue to be actively involved in suggesting solutions to these operational problems wherever they may occur in Africa.

(c) Higher Degrees

The Centre is mandated to run the following higher degree programmes:

- (i) Master of Information Science (MinfSc) degree programme by course work, lasting at least three semesters;
- (ii) Master of Philosophy (MPhil) degree programme by research, lasting at least four semesters; and
- (iii) Doctor of Philosophy (PhD) degree programme by research, lasting at least six semesters - all within the harmonized programmes of training and research for the information professions at the University of Ibadan. Only the MInfSc degree programme has taken off; the other two are scheduled to take off in the 1993/94 session.

(d) Research

Research on the problems and prospects of information science in the rapid socio-economic development of Africa has hardly begun. The academic and technical staff of ARCIS, in collaboration with staff of related disciplines, engage in short-term, and particularly long-term, research into all aspects of information science. A major focus of research concerns the identification and analysis of specific areas of African private-sector and public-sector policy analyses that require crucial information inputs. For example, an ongoing research involves the Departments of Communication, Economics, Electrical Engineering, Mathematics, and Political Science, with ARCIS providing the leadership and integrative inputs, on a subject of major concern to the West African Region.

IV. STAFF

ARCIS has three categories of staff as follows: Academic, Technical, and Administrative/Clerical. ARCIS currently has four full-time academic members of staff: Prof. W.O. Aiyepku, who is also the Director, and Drs Fabian Ehikhamenor, Isola Ajiferuke and Mutawakilu Tiamiyu. They are complemented by three associate members of academic staff: Dr S.M.A. Lawani, Director of Information Services, IITA, Ibadan; Dr E.O. Soola, Senior Lecturer, Department of Communication and Language Arts, UI; and Engr O. Adegbola, General Manager, TIWA Systems Ltd. Ibadan.

**PERSONALITY INTERVIEW WITH PROFESSOR PETER
HAVARD-WILLIAMS, HEAD DEPARTMENT OF LIBRARY
AND INFORMATION STUDIES, UNIVERSITY OF BOTSWANA**



Since this issue is dedicated to Prof. Peter Havard-Williams, to mark his 70th birthday, he automatically becomes our personality in this issue. Prof. Peter Havard-Williams was born on July 11, 1922 in the United Kingdom. He obtained B.A (Hons. French) from the University of Wales in 1944, MA (Philosophy) from the same university in 1949, Diploma in Education of the University of Oxford in 1945 and Ph.D Loughborough University in 1986. Prof. Havard-Williams has had varied experience having worked as a lecturer in Music and French, Sub-Librarian, University of Liverpool, Deputy University Librarian, University of Leeds, University Librarian and Founder/Director, School of Library and Information Studies, Queens University of Belfast, Dean and Professor of Library Science,

Ottawa University, Foundation Professor and Head of the Department of Library and Information Studies, Loughborough University, consultant and chief Librarian Council of Europe and currently Head of the Department of Library and Information Studies, University of Botswana. Professor Havard-Williams belongs to a number of learned and professional societies, including Association, des Bibliothecaires Francais, Association of Teachers of French in Botswana, Association of Training and Development Officers,

Botswana Educational Research Association, Botswana Library Association, Botswana Society, British Institute of Management, Institute of Directors, Institute of Information Science, Kalhari Conservation Society, Library Association, Library Association of Ireland, Library Association of Singapore, Market Research Society, Royal Society of Arts, Writers' Association of Botswana. Professor Havard-Williams, a distinguished scholar, has received numerous awards. He was elected Smith's Charity Scholar, 1940, Fellow of the Royal Society of Arts, 1968, Fellow of the Royal Horticultural Society, 1969, Fellow of the Library Association of Ireland, 1970, Fellow of the British Institute of Management, 1978, Fellow of the Institute of Information Scientists, 1978. Member of the Institute of Directors, 1984, Honorary Fellow of the Library Association, 1986. He was awarded Honorary Doctorate of Philosophy, Sung Kyun Kwan University, Seoul, Korea in 1982, and the Council of Europe Medal in 1987. Professor Havard-Williams has been listed in *Academic Who's Who*, *5,000 Personalities of the World*, *International Dictionary of Biography*, *Men of Achievement*, *VIP Wales*, *Who's Who*, *Who's who in Education*, *Who's Who in the UK Information World*, *Who's Who in Library and Information Science Training Institutions in Africa*, *Who's Who in Science in Europe*, *Who's Who in Library and Information Science in Southern Africa*, *Who's Who in the World*.

Professor Havard-Williams, a widely travelled man, has been external examiner to twelve universities in Bangladesh, England, Kenya, India, Ireland, Nigeria, Scotland, Uganda, West Indies and Zambia. He has served as a consultant to international organisations such as Unesco, European Commission, Council of Europe and also to the Foreign Governments of Botswana, Brazil, Egypt, France, Republic of Ireland, Singapore, South Korea, Sri Lanka, universities and other institutions in Botswana, Ghana, Kenya, Malaysia, Mexico, Pakistan, Sri Lanka, Swaziland, Taiwan and Thailand.

Professor Havard-Williams has been invited for overseas lectures and tours sponsored by the British Council in Algeria, Brazil, Ghana, Germany, India, Hong Kong, Korea, Malaysia, Morocco, Nigeria, Philippines, Poland, Saudi Arabia, Singapore, Spain, Thailand, Tunisia and Yugoslavia.

Professor Havard-Williams played an active part in the affairs of the British Library Association, 1962-1982 and was a Vice President of IFLA 1970-1978.

He has been involved in several professional activities, most especially editorial work. He was a member of the Editorial Board of *International Library Review*, IFLA publications and IFLA commissions, *Library Waves*. He is a member of the Editorial Board of *Third World Libraries*. He was consultant to *International Journal of Reviews in Library and Information Science* and is currently consultant Editor, *Library Progress International*. To date, Professor Havard-Williams has over 200 Publications to his credit. His teaching and research interests include academic libraries, library information centres and archive depository building planning and design, library and information science management, international and comparative librarianship and information science, research methods, marketing for library and information services, reference and bibliography, and information flow in developing countries, especially in higher education.

In the following interview, Professor Havard-Williams shares his views on various aspects of librarianship and information work particularly in Africa in response to specific questions put to him.

It is acknowledged that you have contributed immensely to the information profession in Africa in several respects, for example, in the training of African information

professionals at Loughborough and in Botswana, external examining in African library schools, and undertaking consultancies in Africa. Can you give an overview of your activities in Africa over the years?

My first time in Africa was in 1973 (that is, about twenty years ago) when I went to the Department of Library, Archives and Information Studies, University of Ibadan, Nigeria to examine the doctoral thesis of (now Professor) W.O. Aiyepoku but before then I had met Professor F.A. Ogunshye, (formerly, of the same Department) at the IFLA 1971 meeting in Liverpool, with whom I had vary discussions on libraries and library education in Africa. I have since then been involved in libraries and library development in Africa in several ways.

A significant part of my contribution to Africa librarianship has been through British Council sponsored visits to give advice to university, public and special libraries etc. and also to advise on manpower development for library and information services. I was, for example, in Ghana in 1977 to advise the Department of Library and Archival Studies, University of Ghana, on the development of their certificate, diploma and degree programmes. Interestingly the advice was completely ignored by the then Head of Department, the late Professor S.I.A. Kotel, but was put into practice when Professor Kotel started the library school in Botswana. In 1978, I attended a SCECS-AL (Standing Conference of Eastern, Central and Southern African Librarians) meeting in Nairobi, Kenya, to read a paper, and also to talk to the President's Office on manpower development. I advised the then University of Botswana and Swaziland on professional library education in 1979, and 1980 I did a country-wide tour of Nigeria (sponsored by the British Council). I visited Lagos, Ibadan, Kano, Benin, etc. and gave talks on the development of library associations, manpower development of library associations, manpower development, library buildings, etc. I undertook similar tours in North Africa (Algeria, Morocco and Tunisia) in 1982 and again in Algeria in 1985 and 1986. I carried out a survey of library services in Sierra Leone on behalf of Unesco in 1983 and in 1987 I did a consultancy on library development in West Africa for the British Council.

I have also been external examiner for a number of library schools in Africa. I was external examiner at the University of Ibadan, Nigeria, from 1973 and again from 1980 to 1985; Ahmadu Bello University (twice), University of Ghana (twice) and Ibadan University (three times). But I believe that my greatest education to African librarianship has been through the education and training of African librarians and information personnel at Loughborough University and in Botswana.

There have been mixed reactions to the fifteen-month masters programme you started at Loughborough for ALA and diploma holders. What is the background to the programme? How successful has it been, and do you still believe in the programme?

There were two innovations I introduced to Loughborough. The first was the masters (MLS) programme for non-graduates which was geared to the British scene, and the MA (ALISE) (MA in Archives, Librarianship, Information Science and Education) which was deliberately orientated towards overseas students (that is lecturers from library schools overseas). It came about as a result of my work with IFLA and discussions with teachers from library schools in Africa on the need for library schools and the staff to teach in them.

The MLS was to provide for around 16,000 non-graduate chartered librarians in Britain in the 1970's and was not originally meant for the developing countries. Librarianship was turning into a graduate profession and it was a life-line for professionals

with ALA to become graduates. (I still think the profession is over-saturated with graduates). The course started with the six "guinea pigs" in 1973 and was very quickly accepted. In its early days it attracted capable people, from Britain and Africa alike, who were doing work of a far higher quality than MA students. There were people like Russell Bowden, Ian Rogerson, Colin Cayless, Ann Irving, Richard Neill, Benzie Boadi, James Nganga and others all very capable people. There was no problem with African ALA's. The course became a problem when two-year diploma students were enrolled from about 1978. From then on it became a major overseas course and towards the end it became a predominantly African programme because the British Market (of ALA's) had been mopped up.

The programme has now been discontinued and has been replaced with what is a better solution, but one which would have been absolutely impossible to contemplate in the early 1970's. Now the two-year diploma students do the third year of BLS programme for the bachelor's degree and do the MA or M. Sc. later. The discontinued programme was what was acceptable then.

I still believe in the principle of the programme because the people who go abroad filtered by sponsors, and again one has to say that British universities seem to provide a much more liberating environment than most African universities. Things are changing fast, however, and probably in the future there will be no diploma holders and all will become degree holders. That is what is happening in Europe.

How will you react to the criticism of African information professionals that the training of information professionals in Africa is elitist as the local content of their curricula is negligible?

The training of librarians is no more elitist than the training of lawyers, doctors, etc. The "elitist" nature of the programmes stems largely from an imposition of curricula from overseas. African librarians trained abroad have not developed African librarianship to such an extent that there is a continental flavour to the library systems in Africa. Most African public libraries, for example, look like British public libraries in the 1960s. After thirty years of independence you cannot blame the colonialists. The emphasis in Loughborough has been to encourage students to apply what they learn to local conditions and not to imitate, British Pattern but nothing much has happened in that direction. The tendency is to produce what has happened in Britain. To facilitate the application of knowledge gained to local conditions, students at Loughborough were encouraged to write assessed work and dissertations related to their own countries and I hoped they would be more innovative.

African Library schools, on the whole, have tended to mirror the Anglo-American tradition. In Africa the anglophone countries have tended to mirror the English tradition, the francophone countries the French tradition and the lusophone countries the Portuguese tradition. Perhaps African librarians should be taking revolutionary steps in recognising that thirty years after independence, African librarianship should be something different from what it is now. There is the need for African librarians to seriously assess the real African information needs as pointed out in the *Quiet Struggle* by Paul Sturges and Richard Neill. Information for illiterates is a service which has been largely neglected by African librarians but which is crucial for the success and relevance of African library and information services. Disappointingly, brilliant ideas have come from non-librarians. There is, for instance, the "culture train" in Zaire, and the "culture house" Zimbabwe. Mali and Togo also have similar centres where in-

formation of varying kinds is made available to the public. These have been librarian-inspired.

Your school, and possibly the Ghana library school, must be among the few library schools in Africa that still run the postgraduate diploma programme. What are your plans to introduce masters and Ph.D Programmes?

Botswana is essentially a conservative country from an educational point of view and therefore changes cannot be affected easily. The present arrangement is rather unsatisfactory because the content of our postgraduate diploma programme is hardly different from a British MA. The level of the written projects or reports is reaching a point where it is, again, hardly different from an MA project. Furthermore, the MA is recognised as the beginning of the professional programme, and the postgraduate diploma is almost always followed by a trip overseas for the MA. This is a waste of time and money because it is sheer duplication. The department is therefore thinking of starting a four-semester MA programme in 1994 with the first two semesters constituting a core programme of such topics as information services, information in society, information retrieval, quantitative and research methods, information technology in library and information services and a seminar course. The next two semesters will be devoted to four sets of specialised courses: library and information services, or information resource management, or archives and records management or journalism and/or publishing. The last two will come later. Students may also be required to write a dissertation but we are not decided on this yet.

We hope the programme will attract students from the continent of Africa generally. It will be of about fifteen months duration and will cater specifically for African needs. We will be delighted to have two or three MPhil and PhD students a year but this will depend on general University regulations which are now under consideration.

It is generally accepted on the continent that your library school attracts the greatest support from international organisations such as the British Council, DSE, IDRC, the World Bank, etc. What is the magic?

The fact that we attract a lot of scholarships is due to a number of factors. The first Head of the Department, the late Professor S.I.A. Kotei, had a solid international reputation. He was a great attender of conferences and was an internationally known librarian. His book, *The book today in Africa*, is a well known textbook and he was thus able to attract wide support. And when Mr. Richard Neill was the Acting Head of Department, he saw that a library school for Botswana alone did not have a future and therefore he made a deliberate attempt to make the school a regional one for Eastern, Central and Southern Africa. An effort was made to run courses in the long vacation supported by the German Foundation for International Development (DSE) and this formed a very influential way of making the school known outside Botswana.

The school has been able to attract very capable staff whose names are widely known in the profession in Africa and beyond. Furthermore, the Department has paid a good deal of attention to its teaching record, as has the University as a whole, and so sponsors have been satisfied with the fact that the students, on the whole, have been successful in their studies. And so the fact that we attract money is the result of hard work rather than of magic.

The Botswana library school is said to be the most international library school on the continent as it draws students from as many as seventeen countries in Africa. What is the greatest strength of the Department?

The Department makes an effort to see that foreign students are comfortable in the Department, and relations between sponsors and students remain harmonious. I have had a real concern for the students and they feel that they can count on the support of the Head of Department where they have difficulty and problems with sponsors. We give the students the idea that they are mature, since they have all worked before, and that they are here to be successful and to develop themselves, and this help in creating a good atmosphere in which both staff and students can work together in a common pursuit of developing professional library and information work in the wider context of a broad information outlook.

Apart from the students feeling that they are cared for in the Department (and this was the same in Loughborough) a library school's best advertisement are not necessarily articles and brochures but students who have enjoyed being at the school while they were doing their programmes. In the past at Loughborough, we had a substantial cut in our budget so I stopped advertising the Department in the educational press, but that did not make any difference to the number of applications. Once you have developed a constituency, people keep on coming because they have seen that their colleagues enjoyed the environment while they were in the school.

The greatest strength in the Department rests in the fact that Botswana has been sensible in having one library school for all levels of students, from the certificate to the postgraduate level. All the teaching is concentrated in one place and so even though Botswana is small, we can afford to have ten members of staff. It has to be recognised that library and information work and archives and publishing are all very small professions so that each time you split up the resources, you inevitably weaken the intellectual strength of the school.

The Department also gains its strength from the fact that members of staff have always been active in conferences and publications so that their teaching is developed through initiatives outlined in publications. Both teaching and publications have practical application and relate to the African experience. For example, Mr. Kingo Mchombu's current research on information for rural development funded by IDRC) is action research which will have practical outcomes.

Also the Department has, from time to time, collaborated with local libraries to run courses to help the development of local library and information services. And, although all the programmes of the Department are regional or international, they all have the inherent point of meeting the needs of Botswana first. Students have been sent to do practical work in small libraries, otherwise neglected, and the Department has carried out information work in local communities. There was, for instance a seminar on user needs that was organised for staff of the Botswana National Library Service not long ago.

The image of information professionals in Africa is still very low. What can be done to improve this image?

The answer is very simple: we need the best quality candidates we can get in the profession. Forward development has always depended on good people. How do we get there? we can get there by building up the profession with better and better persons. The situation is improving and if we look back some progress has been made. There, however, continue to be problems with recruiting science graduates because the opportunities are much better for them elsewhere. We must also bear in mind that we do not only need people with the intellectual capability but people who also have

strong personalities to push information, talk information and draw attention to the importance of information.

How can the problem of the dearth of textbooks on African Librarianship be solved?

The problem of the dearth of textbooks can be solved by having more staff in library schools, by staff devoting time to the development of courses, and the encouragement of universities in the development of courses which will be a market for textbooks, and making them thus financially worthwhile for lecturers. The devotion of lecturers and senior members of the profession to the writing of textbooks is extremely important. This is easy to say but given the heavy nature of teaching commitments in many schools, finding the time to write textbooks remains a problem. Encouraging staff to take sabbatical leave for the purpose of research and writing will help.

What, in your opinion, should be the minimum staff strength of a library school with diploma, bachelors and masters programmes?

The ideal critical mass for a library school with a technological component is twenty. I believe that very strongly. But probably you can do with a minimum of ten to twelve. Under ten you cannot provide the variety of courses which modern conditions demand. Also involving practising librarians in teaching is very important because the ability of the teaching staff can be improved by practising librarians in terms of management quality and specialisation.

It is also important for students to visit the range of local libraries so that they can see beyond the immediate experience of the teaching staff. The visits should not be restricted to established libraries only but should also be extended to institutions with information components as for example in Botswana, Air Botswana, Bank of Botswana, Botswana Meat Commission, etc.

Can you make an educated guess as to what the information professions will look like in the year 2000?

My guess is that the information professions will not look different from what they are now. It may be that they may be able to cope with the illiteracy problem as governments become aware of the importance of scientific and technological information. There is, for instance, a needs assessment of scientific and technological information in Botswana at the moment. But for successful information work, there ought to be a wide-spread knowledge of English not because it is the language of the English people but because it is the language of science and technology. That brings in the question of language in general. A lot more attention has got to be given to the teaching of local languages, desk-top publishing, and encouraging people to write and publish books - particularly books for children in local languages.

Whether information work will rise to the occasion by the year 2000 will have to be seen but there is no doubt that the vision will have to be broader than it is at present and libraries will have to be information centres in which information plays at least as big a role as books. There may, otherwise, be the danger that resources for libraries will be diminished. Information in libraries and education will be particularly important.

With your background in the French language and taking into account the number of French-speaking countries in Africa, don't you think that library schools in Anglophone Africa should make French compulsory in their curricula?

I have been very active in the promotion of French studies in Botswana and I think French is important but I am not sure that it is currently necessary in library schools. What I would like to see in African countries is a policy similar to that of the Dutch. They cultivate their own language, they have a strong literature but they also see that their children learn the major languages: English, French and German. Certainly I would like to see a strong language policy in Botswana which provided for the teaching up to secondary school of Setswana but also teaching English, French and Portuguese and even Arabic, German and Afrikaans. This, in my view, is a matter for national policy rather than library schools in particular.

Kingdom. He made this call during his recent visit to the Library Association Headquarters in London. (Extract culled from the Library Association Record 4(4) May 1992 p. 23.

Michael Wise Returns to UK.

Mr. Michael Wise, who spent two years as a visiting scholar at the Department of Library Science, Bayero University, Kano, Nigeria has returned to the United Kingdom. Mr Wise, who is the Editor of *Focus on International and comparative Librarianship* organised the successful Workshop for Editors of African Library Science Journals, in Kano, Nigeria, early in the year.

ARCIS News bulletin born.

The African Regional Centre for Information Science (ARCIS), University of Ibadan, Nigeria, has established a newsbulletin. The publication which will be published twice yearly, (April and October) is aimed at providing a forum for communicating news about the activities of the centre and its staff and students; increasing the awareness of information professionals about events and developments in the information services sector in Nigeria, Africa and the rest of the world, and presenting ideas and views about all aspects of information science. The maiden issue appeared in April 1992. The editor is Dr. M. Tiamiyu, a staff of the Centre. Subscription rates are not indicated.

Commonwealth Scholarship Available for Commonwealth Students.

Prospective students of information science who wish to read for the MInfsc degree programme of the African Regional Centre for Information Science, University of Ibadan, Nigeria may benefit from the Commonwealth Fund for Technical Co-operation (CFTC). Interested applicants are advised to obtain nomination forms FTI and FTII at the CFTC points of contact in their respective countries. (Culled from ARCIS NEWS BULLETIN, NO 1 April, 1992 p.4)

Ahmadu Bello University Library School Loses its First African Professor

Prof. Abdulahi Mohammed, the first Nigerian and African to rise to the position of professor of library studies in the Department of Library Science, Ahmadu Bello University, Zaria, Nigeria died on the 14th of May, 1992. He was a former Head of Department, and subsequently Dean of Education. Professor Mohammed was professionally active. He was at various times a member of the National Executive Committee of the Nigerian Library Association. May his soul rest in peace.

FORTHCOMING SEMINARS, CONFERENCES AND WORKSHOPS

April 19 – 23, 1993, Bauchi, Nigeria - Nigerian Library Association 31st National conference. Theme: Libraries Information for Development. For further information contact the secretary c/o The Library, The Polytechnic Ibadan, Nigeria.

June 21 – 25 1993 Nairobi, Kenya - Pan African conference on Preservation and Conservation of Library and Archival Materials (IFLA/ALP). Theme: "Preservation and Conservation of Library and Archival Materials." IFLA Africa will sponsor no-

minees of Library Associations. For further information contact The Secretary (H.A.Liyai). Pan African Conference of Library and Archival Materials P.O.Box 46031, Nairobi, Kenya.

August 22 – 28, 1993, Barcelona, Spain – 59th IFLA Council and General Conference. Theme: "The Universal Library: Libraries as Centres for the Global Availability of Information". For further information contact IFLA Secretariat, The Hague, Netherlands.

REPORTS OF CONFERENCES AND WORKSHOPS

African Library Science Workshop, 29–30 January, 1992, Kano, Nigeria.

This Workshop was held as a part of the Investigation into the Viability of Library Science and other Professional Journals in sub-Saharan Africa, a two year research project of IFLA's Round Table of Editors of Library Journals, which has been based from its inception at Bayero University.

The first year's investigation has been taken up largely with the circulation of questionnaires to editors of library science journals that are published in Africa. Communication links have not facilitated rapid response, and in the foreknowledge that such circumstances would delay the collection of data, the organizer of the project allowed a lengthy period for initial mailing, and follow-up enquiries.

Because Nigeria is known to be one of the most prolific publishing venues in Africa, it was felt that a workshop could satisfactorily take place, and secure a good attendance of Nigerian editors, and others concerned with the production of professional journals serving the library and information professions throughout Sub-Saharan Africa; and hopefully others from neighboring countries. The Workshop was attended by 35 participants. Papers were delivered by editors, publishers, and librarians speaking as users of the materials. Speakers and papers from other countries included Botswana, Kenya and the UK.

The opening paper, by Michael Wise, Project Organizer, gave a preliminary report on the IFLA/RTELJ survey of library association and other professional journals in Sub-Saharan Africa. At that time it was confined to reporting on responses from English language countries. Its extension to other language groups was to follow. The survey did not include South Africa, whose more fortunate publishing environment was felt to set it apart from the general circumstances of material deprivation that affect publication elsewhere, although one South African journal requested, and returned, a questionnaire.

A number of countries, for example, Ethiopia, Ghana, Lesotho, Uganda, where only one journal is recorded and from where no return was received, registered a nil return. Out of 14 titles that originate wholly or in part from Nigeria, 11 had replied up to that time (a few more have subsequently sent returns that will be incorporated in a forthcoming revision of data). Therefore it was inferred that some 60% of active English language library science journals in Africa (exclusive of South Africa) are Nigerian-based.

The questionnaire was designed to obtain information about each journal on:

- Life span since its inception
- Intended and actual frequency of publication
- Ownership and funding
- Quantity and quality of contributions

- Average length of issue
- Existence and participation of editorial boards
- Organization of production
- Costs of preparation, printing and distribution
- Number of copies printed and circulated
- Distribution at home and abroad
- Publicity via international directories, and indexing and abstracting services
- Differential subscriptions charged to members and individuals at home and abroad.

Summary conclusions on the state of journal publishing were:

- 1) That the longer a journal stays dormant, the more difficult it becomes to persuade subscribers to continue in expectation of a revival of publication.
- 2) That the more energetic and practical members of editorial boards should be encouraged to participate in editorial activities.
- 3) That finance is the most severe constraint on editorial and production activities, and that therefore journals suffer from under-attention by editorial staff.
- 4) That production costs are lower in Nigeria than in Kenya and Zambia.
- 5) That journals would attract more attention internationally (and therefore revenue) by taking steps to ensure inclusion in international directories of journals, and in international indexing and abstracting services.

In two complement papers on the state of journal publishing in Africa, and in Nigeria, L.O. Aina, editor of *African Journal of Library, Archives and Information Science*, and Sam Ifidon, editor-in-chief of *Communicate: Journal of Library and Information Science* provided useful and not easily obtainable data on the actual state of publication of a number of journals known to exist, but having erratic publication patterns.

Gboyega Banjo, former editor of *Nigerian Libraries and Briggs Nzotta*, editor-in-chief *Nigerian Library and Information Science Review* gave careful accounts of their service to ailing journals; the latter is reported to be at present dormant. The paper by Symphrose Ouma, of *Maktaba* in Kenya gave a graphic account of her successful revival of the Kenya Library Association's journal.

Turning to the publication of writings in Journals outside Africa, Tony Olden of the Polytechnic of West London, who has experience in editing for publication in Nigeria, analyzed the rate of publication in international journals by writers who should not necessarily have needed to turn abroad to achieve this. The background to such publication was inferred as arising in large part from the non-availability of national journals with reliable publication patterns.

An African index to periodicals, *Nigeiran Periodicals Index* was set in the context of its inception, and eventual production by Mohammed Sadiq, a member of its planning committee, and as a librarian, one of its users.

At the conclusion of the busy two days, the outcome of discussion groups was:

- a) recognition that financial constraints, and lack of materials are the greatest brake on journal production.
- b) that the eventual solution lies in the organization of resources of authorship, personnel, publishing and distribution using the means at hand in each country.
- c) that a model for such self-organization is looked for.
- d) that IFLA may be the means by which to produce such a model.

(Culled from IFLA Journal, Vol. 18, No.2 (1992). Originally written by Mr. Michael Wise, chairman IFLA Round table of Editors of Library Journals pp. 172-173).

Conference on Library and Information Services for the Future Development of Southern Africa, 6-8 May 1992, Pretoria, South Africa.

This first ever conference involving librarians and information specialists from independent African countries and South Africa, was organised by Info African Nova, an information consultancy organisation based in Pretoria. Two hundred and fifty participants registered for the three day conference. The participants came from Botswana, Kenya, Lesotho, Malawi, Namibia, South Africa, Swaziland, the United Kingdom, the United States of America, Zambia and Zimbabwe. The conference was declared open by Mr. James Leach, the mayor of Pretoria. The keynote address was given by Dr. M.C. Lundu, the University Librarian of Copperbelt University, Zambia. In all, fifty papers were read at the conference. There were two plenary and four parallel sessions. One of the plenary sessions was chaired by Dr. L.O. Aina, the editor in chief of *African Journal of Library Archives and Information Science* while the other plenary sessions was chaired by Mr. J. Tsebe, University Librarian, University of the North, South Africa. According to the organiser of the conference, Mrs. Trudie Coetzer, the aim of the conference was to create a forum for discussion of common problems and future challenges regarding the generation, dissemination and use of information for the future development of Southern Africa. The proceedings of the conference will be published shortly (Information supplied by Dr. L.O. Aina, University of Botswana).

Tenth Standing Conference for Eastern, Central and Southern African Librarians (Scecsal - Ten), 27 July - 1st August 1992, Dar es Salaam, Tanzania - The theme of the conference was "Improving Access to Information and knowledge for Socio-Economic and Technological Development in Africa. The conference was declared open by His Excellency, Dr. Salmin Amour, the president of Zanzibar and the second vice president of the United Republic of Tanzania. The Representative of the Secretary General of the International Federation of Library Associations (IFLA), who is also the chairman of the Standing Committees of IFLA Africa Section, Mr. Gboyega Banjo of Nigeria, delivered IFLA's message in which he assured participants of the continued support of IFLA for library activities in the region. There were 150 participants who came from Botswana, Ethiopia, Kenya, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. Two observers came from south Africa. In all, 21 papers were presented, seven from Tanzania, three from Kenya, two each from Botswana, Malawi and Uganda. One paper each came from Lesotho, Namibia, South Africa, Swaziland and Zambia. The papers covered various aspects of information including, world overview of the accessibility and use of information, analysis of current systems and services, reflections and problems of users in accessing information, policy issues, information and communication technologies, mass media and the spread of knowledge; and the training of the new information worker in Africa.

The conference was very successful as members exchanged ideas and suggested ways of improving services in the region and also arousing the interests of members in national library associations. One of the resolutions of the conference was the need for training schools in the region to train adaptive information workers who will be able to respond to the different types of environments in which they may have to function. Highlights of the conference include, the first participation of Namibia as a full mem-

ber of SCECSAL, having been admitted at the last SCECSAL conference in Kampala, Uganda in 1990, the willingness of SCECSAL to admit South Africa into the fold as soon as they formally apply, and the selection of Malawi to host the next conference in 1994. On the social side, members travelled a whole day to Zanzibar, the other partner in the Republic of Tanzania, participants went to the Island by boat and they were surprised that they had to perform normal immigration formalities but they thoroughly enjoyed themselves. (Information supplied by Dr. L.O. Aina University of Botswana.

MISCELLANEOUS INFORMATION

*The Technical Centre for Agricultural and Rural Co-operation, Netherlands has produced a pamphlet titled "Compact Disc Technology for Agricultural and Rural Co-operation. The 26 page pamphlet gives an overview of compact disc technology as a tool for large scale dissemination data, and the role of CTA in supplying C- D ROM discs on agriculture to agricultural information services in 11 countries in Africa. The pamphlet is available free of charge. Any organisation interested in the pamphlet can contact A.M. Dunsink, CTA, Post bus 380 6706 AJ Wageningen, The Netherlands.

*The Editor of LOGOS is interested in articles, papers and speeches which cover all the professional sectors of the bookworld, or between the national cultures in which books are published and read. LOGOS aims to serve the common causes of those engaged in writing, making, editing and disseminating books and journals throughout the world. Any interested contributor should contact the Editor LOGOS, Harleyford Estate, Marlow, Bucks SL7, UK.

*The Ranganathan International Centenary Volume Committee is making an appeal to information professionals throughout the world to contribute to a publication titled "International and Comparative Librarianship and Information Systems". It will cover all aspects of Library and information science of which Dr. Ranganathan was the fountain during his life time 1892 - 1972. Interested contributors should contact Dr. V. Venkata ppaiah, Secretary, Ranganathan International Centenary Volume Committee, 28-1-78 Santi Nagar, Eleru - 534 006 AP., India.

ABSTRACTS OF SELECTED PROFESSIONAL LITERATURE PUBLISHED IN 1991

Archives

Kirkwood, Clive (1991) Preservation, and Appraisal of Computer Archives: A South African Perspective. *South African Archives* 33, 24 – 33.

The paper examines how archivists are going to cope with information being generated by state offices and institutions in South Africa which are generally stored in electronic or machine readable form. This has implications for the archivists in preservation and appraisal, since archivists have always dealt with information stored on paper. The preservation of data stored on such media requires extensive maintenance and recopying, coupled with the fact that these new media are dependent on both hardware devices and software facilities which change rapidly due to technological changes, it means to ensure long-term retrieval the data will have to be transcribed as major changes, take place. This will create problems, the article therefore discusses the options regarding machine readable records that are open to archival repositories. The paper discusses the possibility of the new technology of the optical disk which has been successfully used in the United Kingdom.

Interlending

Lor, P.J. (1991) Methodological decisions in surveys of interlending traffic. *South African Journal of Library and Information Science*. 59 (2) 95 – 104

A frame work for methodological decision making in studies of inter-lending traffic is presented. It encompasses decisions relating to research aims, variables to be measured, units of analysis, population and sampling, research design, sources of data and data collection methods, data collection instruments and data analysis

Research

Jager, Karin de (1991) Researcher as library user: a study of library support for successful research activities. *South African Journal of Library and Information Science* 59 (2) 143–147.

A survey was conducted among authors of research publications in the Faculties of Arts and Science at the University of Capetown to establish the extent to which the library services at the University had supported their research activities. It was found that certain significant differences existed in the way in which members of the two faculties approached the library for reserach purposes and used the library services.

LIST OF JOURNALS ABSTRACTED

1. South Africa Archives (Editors: Verne Harris and Annelie Nel c/o Private Bag X236. Pretoria 0001, South Africa.)
2. South African Journal of Library and Information Science (Editor: Magda Bomman, P.O.Box 36575 Menlopark Pretoria 0102 South Africa).

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Alternative media for information transfer: Films, Television, Radio, Videos, Recordings on cassette, Plays, Music, Art, etc.

School libraries and media centres: Role in education, Challenges in a changing society, Supporting community development, Technology, etc.

Publishing: Situation in Southern Africa and Africa, Problems and Challenges, Possible solutions, In-house publishing e.g. newsletters, magazines, etc.

Progress in Southern Africa and also in specific countries: Cooperation, exchange of workers, exchange of students, exchange of expertise, research partnerships, sharing research findings, sharing resources, etc.

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AFRICAN JOURNAL OF LIBRARY, ARCHIVES AND INFORMATION SCIENCE

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AIMS AND SCOPE

African Journal of Library, Archives and Information Science is established mainly to provide a forum for librarians, archivists, documentalists, information scientists and other information related professionals in Africa to report their research findings but with emphasis on African setting. The Journal is refereed by distinguished scholars. Emphasis is on empirical research; however manuscripts of high quality on theoretical aspects of the three information related disciplines will be considered for publication.

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