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CD-ROM TECHNOLOGY IN LIBRARIES AND INFORMATION UNITS IN DEVELOPING COUNTRIES

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ABSTRACT

The introduction of CD-ROM technology to libraries and information centres in developing countries is discussed. The paper traces the efforts of data base vendor/producers and international organisations as well as individual efforts of libraries in developing countries in the application of the technology in libraries. The potential of CD-ROM as an alternative to on-line searching is examined. The prospects of CD-ROM technology in libraries in developing countries at reducing most of the problems faced by libraries and information centres in developing countries are highlighted.

INTRODUCTION

CD-ROM (Compact Disc-Read Only Memory), though a relatively new information technology, is already being used in the libraries and information units of developing countries, (DC) where the introduction of CD-ROM results from external initiatives by database vendors/producers and donor agencies, and individual initiatives by libraries and information units.

Database vendors/producers and donor agencies have contributed to the introduction of CD-ROM technology in developing countries by initiating projects involving the production, delivery and application of CD-ROM. CABI (Commonwealth Agricultural Bureau International), an agricultural database producer devised a project on CD-ROM technology targeted for DC. The project had assistance from donor organizations like IDRC (International Development Research Centre), World Bank, CTA (The Technical Centre for Agricultural and Rural Cooperation), the CGIAR (The Consultative Group on International Agricultural Research) and NAL (National Agricultural Library of USA). One of the project's objectives was to assist potential donor organizations in assessing the utility of CD-ROM for DCs so that they might discover how best to assist libraries of DCs in the application of CD-ROM technology and products. A prototype disc was produced with a total of 12,000 complete records from the CAB Abstracts databases, covering the period November 1983 to March 1985, and from the database of the Bureau of Hygiene and Tropical Diseases. The disc was sent to a selected group of 40 libraries which were already using either CABI's printed database and/or on-line services in 24 countries including DCs like Bangladesh, Botswana, China, Cuba, Egypt, Ethiopia, India, Kenya, Malawi, Nigeria, Peru and Zimbabwe.

The general reaction to the prototype disc was very favourable. Clarke (1989) summarized the project's benefits:

CD-ROM has benefits for a wide range of users and applications, but for countries where on-line services are not easily available, it offers particularly valuable benefits.

Some of the CD-ROM benefits outlined by libraries involved in the project were:

- Searching can be done by end-users and will be available without high costs of on-line and telecommunications charges;
- The quality of computer searches will be improved in the absence of on-line time constraints; it is a useful medium for on-line training;
- It is useful for end-users at sites remote from library;
- It is ideal for developing countries, especially for large quantities of fairly standardized data.

The Pan American Health Organization (PAHO) had a similar project for Latin American countries. PAHO integrated their two health information databases, LILACS and REPIDISCA, into a single regional database residing at the Latin American and Caribbean Health Sciences Information Centre (BIREME) in Sao Paulo, Brazil, and began to pre-master a prototype CD-ROM version as early as December 1986.

A demonstration disc was available for distribution to about 100 sites by May 1987. The initial project, whose main aims were to find a cheaper and effective method of making the local (Latin American countries) information accessible to all the users and also to enhance resource sharing, proved successful and it has now become a permanent activity. A data preparation unit located at BIREME began producing CD-ROMs for PAHO and other International organizations in June 1989.

The success story of PAHO's project prompted van Hartvert (1987) to propose a similar initiative for the TROPAG (Abstracts for Tropical Agriculture) database, which he said could be published on CD-ROM (along with a full text of a substantial proportion of the indexed items) and supplied with the necessary hardware and training to 46 African countries for less than one million dollars. The TROPAG database is now on CD-ROM together with the RURAL (Abstracts on Rural Development in the Tropics) database, its first edition was released in 1990.

In 1988, Nichollas and Majid, developed plans for CD-ROM database resources to serve the needs of the National Agricultural Research Centre in Islamabad, Pakistan and its network of affiliated agricultural research stations. One objective was to reduce dependence on expensive and insufficiently accessible online database services used at that time. The first phase of the project was reported in 1988 to have been successful. Besides the external support, some libraries and information units in developing countries have acquired commercial CD-ROMs by subscription or donations. An early instance was University of Bahrain which by 1988 was subscribing to over 25 different CD-ROM databases in science and technology, arts and social sciences, library technical services and general references. In China, the Bao Zhalong Library in Shanghai, Tong University and Ocean Information Institute have a number of CD-ROMs including LISA, NTIS (National Technology Information Service) and MEDLINE. At the Matheson University of Technology Library in Papua New Guinea, LePac CD-ROM

public access catalogue is used with great success particularly by students. In Malawi, a number of libraries and information units have and are using CD-ROM. Amongst the libraries and information units with CD-ROM in Malawi are the University of Malawi libraries, Department of Agricultural Research libraries, Malawi Bureau of Standards and Malawi Institute of Education. Some of the CD-ROM databases currently in use in Malawi are AGRICOLA, AGRIS, Aquatic Sciences and Fisheries Abstracts, Library Corporation's Biblio File, Whitakers' Bookbank, Tropag, Biological and Agricultural Citation Index, CAB Abstracts, CD-MARC, SilverPlatter Medline and Popline. Similarly at the University of Botswana Library, 20 C-D-ROM databases are available for use by its readers.

CD-ROM IMPACT AND APPLICATIONS

The application of CD-ROM technology in libraries has some impact on users, staff and services. There are reports in the library and information literature on the results of studies, conducted especially in developed countries, on the impact of CD-ROMs on the users, staff and the various services. Although not much has been written on the impact of CD-ROM in developing countries, it could be concluded that most of what is happening in the developed countries is replicated in developing countries.

The main impact on users is the improved access to CD-ROM multi-volume indexes such as ERIC. Users are able to search many years of data with powerful search techniques at a convenient CD-ROM workstation free or with minimum charge; and the use of CD-ROM and other electronic media have made the process of gathering data extremely efficient. Users in some libraries like Columbia University Library in USA and University of Hong-Kong Medical Library find CD-ROM searching easy to learn and use, and hence there is a reduction in the number of mediated searches. This has given the staff more time to concentrate on other professional duties. However, staff assistance is still needed by users for complex searches, replacing ribbons, inserting printing paper, lending out discs and any other problems of a workstation. CD-ROM networks also need the attention of the staff.

The introduction of CD-ROM has further challenged staff to become knowledgeable about a variety of operating systems, hardware configurations, software packages, and interface designs. Staff not only have to master these complexities to install systems successfully, but also have to explain them competently to users. CD-ROM has also created new opportunities for librarians to interact with users. The complexity of some CD-ROM searching requires librarians to become involved in user research problems. Librarians are directly challenged to impart their knowledge of information sources and research skills to users so that they can cope with a deluge of information and become more self-reliant.

CD-ROM has created new public service and collection development issues. Libraries have already reported substantial increases in the use of journal collections, inter-library loan services, and microfiche collections, as a result of the introduction of CD-ROM. Increased inter-library loan requests suggest new collection development directions and more cooperative ventures for shared library resources.

CD-ROM has presented many challenges to libraries. They have to deal with training issues such as : training staff in the use of the CD-ROM products; training

staff in the use of microcomputers, and training the end-users. Some libraries have decided to cancel subscriptions to some printed databases which are also available on CD-ROM in order to stay within their budgets and avoid unnecessary duplication of information. University of Malawi libraries cancelled subscriptions to a printed version of *Whitakers' Books in Print* for Bookbank on CD-ROM, whilst the University of Vermont Medical Library and Ohio State University in U.S.A. have experienced a drop in the number of online searches reflecting a fear among online vendors of falling income from their services.

There are also problems relating to application such as the non-availability of some of the indexes and abstracts cited on CD-ROM locally. For users to have access to such materials, libraries have either to purchase/subscribe, or use international inter-library loan services which may take a long time to obtain. A further problem concerns dealing with long queues at workstation(s) due to inadequate or limited number of CD-ROM discs and workstations. A solution might be to limit users to a specific period of time, perhaps 30 minutes as the maximum for a user to be on a machine.

CD-ROM SUITABILITY AND POTENTIAL

The potential use of CD-ROM as an appropriate technology for developing countries can be considered under several headings:

Alternative to Online Searching:

The telecommunications problems in developing countries prevent many of them from having adequate access to the millions of available records containing bibliographic, numeric, full text or directory information. Some countries like China, Egypt and Papua New Guinea, have sought alternatives to online searching by utilizing the services of neighbouring developed countries with search requests being sent in a batch, and the results returned by mail. This can be frustrating because of delays, and the results may not always be satisfactory as the search strategy cannot be refined by the requester as the search develops. Alternatively, it is possible to minimize the effects of poor quality lines by carrying out online searching through the telex network but this is rather slow and expensive because the low data transmission rates generate lengthy connection times.

Increasingly, a number of databases, which were previously only accessible online, are being published on CD-ROM, so libraries in the developing countries could have access to the information available on large databases.

Databases Relevant to Developing Countries:

The CD-ROM Directory of 1991, listed a number of databases which are appropriate for use in developing countries, they include agriculture and fisheries (3.5% of the total number of titles in the directory) biomedicine, health and nursing (7.6%) science and technology (6.8%) library and information sciences (3.5%) and life sciences (2.1%) which are appropriate for use in DCs market which is regarded as a potential growth area for sale of CD-ROM products. In Bower's Optical Publishing Directory of 1987, forty per cent of the available CD-ROM databases are indexes/abstracts; the rest are

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equally divided between full-text or numeric and directory or encyclopedic databases. Most of them are related to DCs' needs while some products contain data specifically relevant to developing regions for example PAHO Database contains data for Latin American countries and Tropag and Rural has data for tropical countries.

Some of the CD-ROM products relevant to DCs are Tropag and Rural, produced by the Netherlands Royal Tropical Institute; AGRICOLA, a database of National Agriculture Library; the Pesticides Disc produced by Pergamon Compact Solution in conjunction with the Royal Society of Chemistry, CAB Abstracts, PAHO, LISA, World WeatherDisc, Science and Technology Reference Set, ERIC, Humanities Index, Encyclopedia of Polymer Science and Engineering, etc.

CD-ROM PROSPECTS

The problems commonly faced by libraries in developing countries, such as lack of information infrastructure for online services, limited budgets and equipment for automation, and lack of trained manpower, assure CD-ROM products of good marketing prospects because CD-ROM's properties make this medium suitable for developing countries. But CD-ROM producers must work jointly with the donor agencies to package and price products appropriately for libraries with limited resources. As more and more librarians and users in DCs become aware of CD-ROM benefits, this new medium is likely to become more extensively used.

Efforts by organizations like CABI and PAHO are steps forward in the direction of locally available databases easily accessible in the form of CD-ROM. The future of both local and foreign databases on CD-ROM is likely to be brighter if organizations/donors undertake further studies, including a more rigorous evaluation of the effects of CD-ROM databases on document delivery requirements, assessment of how CD-ROM or optical storage technologies can be used to improve document delivery for DCs, support the acquisition of both equipment and CD-ROMs as well as support the provision of training and regional seminars that are practically oriented to managing new technologies in DCs. Organisations/donors should also encourage and support resource sharing through shared subscriptions, union catalogues, regional databases, and networks for transmitting requests. The infrastructure for document delivery, advertising, and promoting the availability of services must be established in order to gain the greatest benefits from the CD-ROM products.

Libraries in developing countries can also individually or in cooperation with external sources, produce locally created databases on CD-ROM to be used as public access catalogues, union catalogues or sources of bibliographic data. Most of the activities in the production process could be done locally, although the final mastering of CD-ROM must probably be contracted to a company with relevant experience. Such companies unfortunately are all based in developed countries.

What could be done locally, is first to format data, that is, putting the data into appropriate machine readable form. Secondly is the design and creation of the database to be transferred to CD-ROM, that is, to provide a magnetic tape ready for mastering. Then pre-mastering the whole process of pre-production or a disk format and directory structure that conforms to the appropriate standard (ISO 9660, High Sierra).

It also involves adding a series of error correcting codes necessary because of the relatively high level of errors common to this medium. For successful planning, implementation and operation of such a project, it is advisable to seek assistance from those with experience in CD-ROM production.

Costs for the production of a master disc and replication are falling, partly due to competition among producers and partly because of improvements in the cost and performance of software and hardware. For instance the cost of mastering a disc had fallen from US\$20,000 in 1985 to US\$3,000 in 1988, and replication costs fell from US\$20.00 to US\$5.00 per disc in the same period, according to Kurdyla and Kenneth (1988) figures.

CONCLUSION

The availability of CD-ROM technology for DCs is an encouragement for DCs for widespread usage. There are relevant CD-ROM products which DCs can afford to subscribe to or purchase. There is a possibility of producing local databases on CD-ROM, and international agencies seem willing to assist in promoting the use and dissemination of this new technology in DCs.

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these records must be retained, nonetheless, they provide some guidelines upon which a retention schedule can be developed. Regulation No. 14(b) of the Kenya Railway Corporation (Pensions) Regulation, 1983 stipulates that when a pensionable officer dies, pension will be paid to his dependants for a period of five years. On the other hand, Regulation No. 15 (ii) of the same regulations stipulates that when a pensionable officer dies as a result of injuries received in the actual discharge of his duties or in circumstances specifically attributed to the nature of his duties, the Corporation will pay pension to a child or children of the deceased until the child attains the age of twenty one years. Records relating to such cases must therefore be retained for a period of more than twenty years.

A critical review of a recent memorandum issued by the Office of the President giving guidelines on the retention periods for personnel records indicates that the retention periods proposed did not take into consideration all the legal requirements provided by the regulations cited above. There is therefore need to harmonise these retention periods.

Limitation Act

Since records provide one of the major lines of defence in the case of a legal action against the Corporation, records must be kept as long as there is any possibility of legal action being brought against the Corporation or until the limitation period has expired. Section 86(2) of the Evidence Act Cap.80 of the Laws of Kenya lays down the condition upon which records can be accepted as evidence. One requirement is that the records must have been under proper care and custody. According to the Evidence Act documents are said to be in proper care 'if they are in the place and under the care of the person whom they would normally be. But no custody is improper if it is proved to have legitimate origin or if the circumstances of the particular case are such as to make such an origin probable. In his book *A manual of archive administration*, by Jenkinson (1968) argues that one of the archives qualities is based on the proof of an unblemished line of responsible custodian. At the moment the proper care and maintenance of records might appear as an insignificant issue to the Railway authorities until a court action requires the production of records whose custody becomes questionable.

Statistical Requirements

Some records may be maintained for statistical purposes only. The Statistics Act Cap.112 of the Laws of Kenya authorises the Central Bureau of Statistics to collect certain data for several purposes. On its own this may not meet any legal requirements, but it is possible that the maintenance of records may help in the assessing of falling standards in public transport, rates, nature and severity of accidents, goods carried etc. There are other legal implications related to the maintenance of statistical records but they are usually related to other purposes such as funding and or legislation.

Audit Requirements

One of the most important pieces of legislation which affects the keeping of railway records is the Exchequer and Audit Act Cap.412 of the Laws of Kenya. Section

PERFORMANCE DISCREPANCY IN A LIBRARY ORGANIZATION: THE NIGERIAN EXPERIENCE

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ABSTRACT

The write-up is intended to serve as a warning to library managers to help arrest the situation of Performance Discrepancy (PD) which is defined as the difference between the actual and desired output of a person. Both the symptoms and causes of PD in library are discussed with many practical examples given. The issue of the desired performance being punitive and consequently causing PD at the expense of the realization of the goals of the library as well as those of the parent organization is considered.

The thesis that Management By Objective (MBO) is dependent on Performance By Objective (PBO) is proved in the discussion. A clarion call is made on library managers to be alert in order to detect PD on time to avert its disastrous consequences.

INTRODUCTION

Management techniques have hitherto been applied mostly in business organizations. However, of late, some of the techniques have been experimented in other non-business organizations and have proved worthwhile. Some of these other non-business organizations, include the library. The history of management has revealed that most of the management techniques are credited to Henri Fayol, a nineteenth-century French industrialist, who successfully managed several companies. (Evans, 1976).

There has been a lot of literature on the application of Henri Fayol's management techniques to library organizations. Evans (1976) wrote that :

Fayol's entire list of activities is useful in the library situation. Production aspects are obviously included in the process of cataloguing and making books ready for use. Buying library materials as well as selling and exchanging them (in large libraries) certainly represents the commercial activity. There is a clear financial aspect; the administration and frequently the entire staff are concerned with locating sources of funds to support library programs. Security is an important concern, whether it be protection of materials against theft and physical deterioration or the consideration of the safety of personnel or patron. Anyone who has the least experience with an acquisitions department recognizes the significance of the accounting function. And, finally, although the profit-loss statement does not exist for the library, the need for good managerial skills is just as critical in the library as it is in a profit-making organization.

Just as in the business organization, most of the writers on library management seem to have concentrated on management by objective, popularly known as MBO. Not much attention has been given in the library literature to performance, especially

the causes and effects of non-performance or inadequate performance in the library organization.

This writer is of the opinion that the causes of non-performance or inadequate performance which result into performance discrepancy (PD) could have devastating effects on the objectives of the library organization. Hilton (1978), commenting on the dearth of library literature on the subject said:

During the decade of the sixties there were no suitable articles on the subject, although as we have seen, much was being written in general management literature, during the period. In addition, many of the articles of the seventies are on evaluation from the point of view of tenure of prediction of performance.

Perhaps one of the first shots of articles on performance in relation to libraries was that triggered off by David Peele in 1970, entitled "Performance ratings and Librarian's rights." Apart from Peele only very few other writers have bothered to tackle the subject "performance" in relation to library management. This is a very serious flaw in library management literature because performance and all that it entails forms the bedrock of the success of library management or any management for that matter. The issue of performance and non-performance, desired performance and actual performance therefore need to be properly researched into, not only by librarians but also by those who teach management courses in library schools. Therefore it is being hypothesized here that performance by objective (PBO) is more important in a library organization than MBO and is capable of destroying the organization if not handled properly. In other words, the processes that give rise to the output of the library organization are more important than the output and if neglected could crumble the entire organization. This hypothesis will be justified below in form of an analysis of the causes and effects of PD in a library organization.

To further delimit the scope of the article it has become necessary to define some key terms. Performance refers to action taken in some set manner or work done by someone usually in accordance with laid down procedure or standard practice. There are usually two main types of performance: desired/expected performance and actual/observed performance. In this article, the terms desired performance and actual performance shall be used. The fact that the actual performance, might not be equal to the desired performance is the crux of this exposition.

Performance Discrepancy (PD) is the difference between a person's actual performance and his desired performance. In simple terms, this means the difference between what a worker is supposed to do and what he actually does. PD has been described variously by other writers. Harvey and Brown (1982), for instance, have termed it "performance gap" and defined it as:

.... the difference between what the organization could do by virtue of its opportunity in its environment and what it actually does in taking advantage of that opportunity.

PD could be detected in any sphere of life. In medicine, a headache is said to be a symptom of some disease. Similarly, in management there are signals which show that PD, a management 'disease', is around the corner. Beginning with the home, there are housewives who do not prepare meals on time; there are school children/students who go late to school and there are teachers who do not prepare their lessons. The catalogue of the symptoms of PD is endless.

So, the question is why do we have so many of these anomalies amongst employees in every establishment, especially in Nigeria? Or, rather, why has there not been any research into the causes of PD in order to find remedies? Do some people, especially in the top echelon of management, benefit from such an unhealthy situation even though to the detriment of the organization? These searching questions will be answered in this exposition with respect to the library organization.

Every type of library is set up to fulfil some set objectives. Therefore, libraries have devised systems of operation geared towards the attainment of the set objectives. Since these set objectives are usually made public, members of the community that are being served by a particular type of library have some expectations about the operations of the library. Now, where the particular type of library fails to perform as desired, something is wrong somewhere. PD is around the corner. The symptoms of PD in a library organization are many and in varying degrees.

Therefore, going from the general to specific, a library that is filthy both within and outside is a sign of PD. Other examples are: a library that has staff who are cheerless; a reference librarian who does not know where to look in order to answer readers' questions; a library that is too noisy both within the staff areas and the readers' areas; a library that does not have up-to-date books and journals; a library whose cataloguing staff produce only about two to three books per day resulting in huge backlog of unprocessed books; a library whose staff hardly warm their seats; a library without a hierarchy or chain of command; a library without open staff appraisal procedure; a library where merit is swept under the carpet; a library where the ordinary staff have no say; a library that has no regard for PBO, et cetera.

THE CAUSES OF PD IN A LIBRARY ORGANIZATION

The causes of PD could be traced to the time of staff recruitment. That apart, it is necessary to point out at this juncture that two types of causes are identifiable: external/remote causes and those within the internal units of the library organization. The point about these two types of causes will be driven home later. Commenting on the two types of causes, Harvey and Brown (1982) said:

..... the gap or discrepancy between the actual state and the ideal forms a basis for diagnosis and the design of interventions. The gap may be characterized by ineffective performance among internal units or emerge because of other new innovations. It may also occur when the organization fails to adapt to changes in its external environment.

Thus, in a library organization the internal causes of PD could be the recruitment of incompetent and unqualified staff either right from the onset or during the existence of the library. Many staff in Nigerian libraries, for instance, get employed through corrupt backdoor methods popularly known as "goodfatherism," "ethnic affiliation," etc. Others however get recruited through the official front door by less corrupt methods officially known as "federal character," "catchment area" or "political appointment." Only very few people get employed by merit. There is a glaring case of a Librarian II who bagged the "political appointment" of University Librarian in a newly established State University. As this article is not concerned with the propriety or otherwise of "federal character" and "catchment area" or with the

propriety of those employing through the backdoor, those issues will be left for further research.

What concerns this writer however is the observation that usually, those employees who get employed through corrupt and abnormal means usually do not perform as much as desired. Their actual performance is so much below expectation that it contributes greatly to ruining the organization. The Librarian II who suddenly became a University Librarian, for instance, allowed lecturers to take cash advances to travel to bookshops to purchase books for the library. This of course, is a purely professional duty. This type of mismanagement through the use of corrupt methods in the appointment and appraisal of staff is one of the root causes of PD in library organizations in Nigeria.

PD could also occur in a library organization where merit is thrown overboard and the system of remuneration is incompatible with work done. Most writers have lamented on the dearth of literature on the performance of library staff especially on the need to accurately rate or appraise their output and reward them accordingly. One of such writers is Peele (1970) who said that:

Library literature is flooded with articles telling us how to educate and train our professional personnel. The flood becomes a trickle, however, when the topic is broached of the best means of rating the performance of these librarians....

From what Peele has said as quoted above, this exposition is believed to be part of the "trickle" of literature on performance ratings. However, it is necessary to point out that Peele looked essentially at "the rating form and some guidelines for filling it in, and... the right of the librarian who is being rated to discuss or appeal a rating he believes to be biased." Staff appraisal in Nigeria is generally open and staff have the right to appeal or make counter comments against biased ratings.

It could be said that in a library organization where staff ratings are not based on merit, PD is bound to occur. One may ask, how? Well, it's easy. Most workers in a library unit observed, are aware of and can accurately assess the performance of their peers. Therefore, where the manager of the unit comes up with false performance statistics, some staff will surely raise eyebrows. The daring ones might even confront the unit manager. This sort of biased rating of staff lowers the morale of some staff members, thereby reducing their performance, creating a gap or discrepancy. Brandwein (1975) commenting on the need and importance of proper and unbiased staff ratings has asserted that the procedure employed in rating staff is "a matter vital to the heart of any major institution." I agree with him.

Sometimes the very ideal or desired performance is punishing or leads to some form of punishment. This rather absurd revelation causes PD in library organizations. Most writers on this issue are of the opinion that people do not perform as they are expected to do because the desired 'doing' is punishing. Therefore, in a situation where desired performance leads to undesirable consequences for the worker his productivity becomes impaired in one way or the other.

A few cogent examples will illustrate the issue of the desired performance being punitive and leading to PD. A subordinate officer for instance, whose expert advice to his superior officer or boss is always ignored, despite laid down regulations, would

obviously not be keen on giving further advice. Another junior officer who uses his initiative to tackle an urgent problem and who later gets reprimanded by his boss will refuse to use his initiative at another occasion. A Serials Librarian who keeps worrying the University Librarian, for instance, to ensure that journals are renewed on time might get punished by either directly or indirectly denying him promotion or some other benefits, or might get transferred to another unit. So, whichever way we look at it, these are some of the examples where workers who perform their jobs as desired get punished. As most people would not like to be punished, such library staff as explained above, thus learn through the hard way to do those things (no matter how wrong and undesirable) that will keep them away from punishment and get them elevated in status. This is no doubt an irony of situation and it is regrettable to say that it manifests in most libraries in Nigeria.

Yet another cause of PD in a library organization which closely follows the one discussed above is that of non-performance being rewarding. As the desired performance might lead to unpleasant consequences for the worker, non-performance becomes very lucrative. Again, this might be peculiar to our Nigerian situation only. Otherwise, the progress of an individual, an organization and that of a nation in toto, is usually measured by the output (i.e. work done). Therefore where there is no work done, progress cannot be made. But here in Nigeria and particularly in libraries whose staff have not been accorded academic or faculty status, there are cases of staff who do not perform as desired but get promoted simply because they know how to press the right key, so to say. In those libraries where academic status has been granted to staff, the notorious 'publish or perish' syndrome, which has ever been a thorn in the flesh of most lecturers has caught up with the academic librarians. So, just like the lecturers, librarians in such organizations get their promotions not on how well they succeeded in meeting readers' demands but rather on the basis of how much they publish! The irony here is that, publishing is not the primary performance (PBO) in the library or in teaching. This last example is international and not peculiar to Nigeria alone. But, all in all, these are clear cases of PD caused by non-performance being lucrative.

PD could also be caused by lack of performance goals or performance objectives. within each unit of a library organization, the unit manager must consult the staff and set up realistic performance targets, goals or objectives. This admittedly, could be difficult in some units (especially in the public units) of the library but certainly not difficult in the collection development and cataloguing units.

Apparently those two units are capable of constituting a cog in the wheel of progress of the entire library and so the fact that it is easy to set up performance targets in them is a great management advantage. Some writers like Flener (1973) have opined that

...in order to best achieve the library goals and to bring the fullest use of the resources of the library to the patrons, some system must be designed to cue the staff into what problems are under consideration...

This writer is of the opinion that such a system as advocated by Flener could be akin to the establishment of realistic performance targets and the encouragement of

staff to endeavour to live up to. This is what this writer has persistently referred to as PBO and has hypothesized from the beginning of this exposition that PBO is more important than MBO as far as the process of the achievement of the overall organizational goals or objectives is concerned. It is the collective result of PBO in each library unit that contributes to the realization of MBO goals. PBO thus becomes the primary tool of MBO. So, in effect, it is the misappropriation of PBO techniques in a unit that causes PD and consequently affects the entire library organization. Evans (1976) has said categorically and with specific reference to libraries that:

There should be a standard of performance against which one may compare the real performance. In technical services there are a number of objective measures of performance that can be identified and used as a standard. Any standard can be established within an institution.

The issue of lack of performance targets, objectives or standards being capable of causing PD in a library organization cannot therefore be overemphasized.

Another cause of PD in a library organization is lack of staff training. Most libraries, especially in Nigeria, either have no systematic staff training programme or where there is one, the top management is unnecessarily petty and stingy about it. But the fact remains that even if staff are recruited with some basic qualifications, they must be enabled to attend higher courses of instruction in order to make them perform better. This lack of good staff training programme is a potential cause of PD in a library organization because if staff are not trained they cannot perform as desired and therefore may not qualify for promotion or raises. Brandwein (1975) reporting the solution to the case of the Brooklyn Library in American said:

Emphasis was placed on the ... library's role in providing training necessary for advancement through a promotion procedure applicable to all titles in the library. Its aim was to provide all staff members' librarians, clerks, blue collar, public and nonpublic service with equal opportunity for advancement, while providing the mechanism for the objective determination of an individual's readiness for promotion.

Mason (1978) has also opined that through the performance appraisal exercise, management should be able to identify the training needs of staff. Thus as Mason said:

The purpose of performance appraisal is to review the work levels and attitudes of staff to help to motivate them, and to identify their training needs.

Lack of written schedules of work and staff manuals generally in library organizations could also cause PD. This is logical because without spelling out work schedules for staff in black and white it will not be justifiable to hold them accountable for not performing as desired. Evans (1976) emphasized this important aspect of library management when he wrote that:

When duties are made clear, performance is greatly improved, and confusion and uncertainty reduced. Lines of authority and responsibility also become clear, leaving no doubt as to who is responsible for what and who is accountable when accountability is required. Lines of communication, which normally follow the lines of authority and responsibility, become known, so that everyone is aware of where to send official communications and whom to expect communiques from.

It is regrettable that in most libraries in Nigeria today one hardly comes across written work schedules or staff manuals. Most library managers either do not know how to write work schedules or are not aware of their importance in staff performance or just don't care.

Some of those libraries that don't have written work schedules of course rely on giving oral instructions to new staff. But this method, I dare say, is wrong because it is subject to different interpretations; it cannot be referred to, and is unreliable.

From the foregoing, it could be seen that this writer has so far been analysing internal causes of PD in a library organization. But there are other causes of PD in a library organization which could be described as external and which are worth noting. It is said that 'no man is an island' and so in this exposition, I shall say in the same vein that 'no library is an island'. A library is usually part of a bigger organization that has several other departments which are interdependent. Therefore, what affects one department within the organization is likely to affect the others. In other words, some PDs in the library are traceable to faults in other departments within the big organization of which the library is just a part. A few examples will make my point clearer.

If the lighting system, or the cooling system or the sewage system of a library becomes faulty and remains neglected over a long period of time, then surely PD has taken place. On a closer enquiry, it might be discovered that the library management has taken the desired action by reporting to the Estate Maintenance Department and may be has followed up with a series of reminders to no avail. Under such a situation therefore, such PDs cannot be blamed on the library because the causes are external, i.e. those who have failed to perform as desired are outside the responsibility of the library. However, the contrary could also happen, i.e. either the library management fails to report to the appropriate external unit or reports but fails to follow up to ensure that the desired action is taken. In the latter case, the PD could rightly be blamed on the library management. The causes of such a PD could be any of the ones discussed under internal causes of PD in a library organization.

Lack of new books and current journals resulting in PD could also be attributed to external causes. If the Finance Department for instance, fails to settle invoices, the booksellers and subscription agents will normally refuse to supply books and journals to the library. Again, in most cases, there is very little that the library management could do, since it has no control over the Finance Department.

Sometimes, library staff have to leave their desks and run around chasing some essential materials and even have to 'follow' applications for leave grant, research grant, touring advance et cetera because workers in other departments don't perform as desired. Invariably this trend of events results in PD in the library. The reference librarian, who gets entangled in such an ugly situation, will not be available to attend to readers. The cataloguer may not have enough time, after chasing several essentials outside, to catalogue the desired number of books. These and many other numerous examples are causes of PDs that are external and outside the responsibility of library management.

Last but perhaps the greatest external cause of PD in a library organization is the lack of appreciation by the community of the important role the librarian plays in the society. Most communities (including even the university community) fail to recognize

and appreciate the services of librarians. This might sound funny but some researchers have found out that lack of appreciation of the services of librarians does affect their performance. Flener (1973), for instance, found out in a study of 10 American large university libraries that:

Lack of recognition of librarians for their contribution to the academic community contributed to low morale.

Low morale is certainly a symptom of PD. But as in the other external causes of PD the library management cannot force the academic community to recognize the contribution of librarians.

THE EFFECTS OF PD ON A LIBRARY ORGANIZATION

From what has been said above, the effects of PD on a library organization are obvious. Suffice to say that all the "14 principles of management" identified by Henri Fayol as being indispensable in any organization will not operate under a prevalent PD atmosphere and so the library organization will lose its value. The goals of the bigger organization for which the library was set up to help achieve will become a farce. There will be academic chaos. However, if the PD is noticed on time and appropriate action is taken to close the 'gap', all the above-named effects might not occur after all. As Harvey and Brown (1982) have said:

The performance gap may continue for some time before it is recognized. The situation must also be perceived as having significant consequences if the deviation is not narrowed or corrected.

Other effects of PD on a library organization are incessant staff conflicts, gossiping, disrespect for individuals and the authority, low morale, low productivity and general laxity. All these and many other innumerable effects of PD which in turn affect PBO, do not augur well for MBO in general. Hence PBO is more crucial to the realization of the organizational goals than MBO. If one practices MBO but the employees fail to practice PBO, then one would fail and nothing will be achieved. Therefore, PBO is more important than MBO as analysed in the causes and effects of PD above.

CONCLUSION AND RECOMMENDATIONS

From what has been said above, there should be no doubt as to the disastrous potentialities of PD in a library organization. The causes of PD, as analysed above, are both internal and external. Most of the internal causes stem from library managers who have no knowledge of the proven scientific principles of management. Such people manage libraries like private estates. Instead of directing their energies toward the goals of the library organization and trying to improve their subordinates, they indulge in those petty continuous moves to increase their own powers by decreasing that of their subordinates. Such library managers hardly go on annual leave and hardly delegate or allow their subordinates to participate in decision-making. The library business is conducted with such confidentiality that staff hardly get a feedback on their performances. PBO, open and written appraisal, and merit are thrown overboard. Such library managers just have to change.

The internal causes of PD can be controlled within the library through strict adherence to proven management techniques. The external causes of PD, could be handled through lobbying, diplomacy and other forms of interdepartmental contacts. It must be pointed out that in a situation where the community hardly appreciates the role of the librarian, the success of the attempts to arrest the external causes of PD will ever remain slim. As to the effects of PD on a library organization, there is no gain-saying that no one would like the gap to exist, not even its symptoms. The performance gap or PD is an illwind that blows no one good.

From the above conclusion, it has become necessary to make the following suggestions:

That more research be conducted by librarians and lecturers teaching management courses into all aspects of performance especially performance discrepancy (PD).

That each library organization devise and implement a just and equitable method of appraising the performance of staff. Peer evaluation should also be encouraged.

That library managers draw up work schedules and staff manuals for all categories of staff (including the manager himself). These should be given to each staff on assumption of duty and carefully explained to him during orientation.

That promotion criteria be made public so that each staff is aware of how to get it. The library manager should assist his staff to qualify for promotion when the need arises.

Staff training programmes be set up where they do not exist and the conditions liberalized so that all categories of staff have equal opportunity of being trained.

That library schools intensify the teaching of management techniques and also organize workshops on a regular basis for practising librarians to acquaint them with the modern techniques of library management. For it would appear as if our problem is actually not that of lack of resources but rather that of mismanagement.

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CONCLUSION AND RECOMMENDATIONS

From what has been said above, it is hoped that the study will have been of some use to the library community. The study was limited to the use of PD in a library organization. It is recommended that the study be extended to other types of organizations. It is also recommended that the study be extended to other types of organizations. It is also recommended that the study be extended to other types of organizations.

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THE STATUS OF INFORMATION TECHNOLOGY IN ZAMBIAN LIBRARIES

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ABSTRACT

Introduction of information technology in libraries in Zambia is slowly gaining ground, and currently is largely being applied in special libraries and to some extent in academic libraries as well. These institutions are relatively better funded than other categories of libraries (public and school libraries) and in most cases they have access to computer facilities of their parent institutions. However, computer application to information management in these libraries is mostly limited to word processing and to some extent bibliographic databases management. There is no single installation in the country at the moment supporting library in-house keeping operations such as acquisition, cataloguing, circulation, serials control and management information system, nor databases development, retrospective searches and selective dissemination of information. Emerging information technologies, such as, CD-ROM, networking and desktop publishing, in spite of their potential as means of information acquisition and dissemination, have just started to emerge in Zambian libraries. The lack of diversity and slow development in computer technology application and the inability to exploit other information technologies in information management is attributed mainly to the lack of computer knowledge and skills among librarians in the country.

INTRODUCTION

Information technology (IT), defined as "the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a microelectronic-based combination of computing and telecommunication" (Langley and Shain 1985), has rapidly changed the world as it is affecting the cultural, social and economic aspects of human life. The impact of IT has been felt in the home, education and training, health, defence and security, finance and commerce, the industry and in the office. Information technology has also had an impact on the traditional information institutions, that is in libraries.

Information technology's impact on libraries has been on activities concerned with information storage and retrieval; and on those activities concerned with in-house keeping routines, such as acquisition, cataloguing, serials control, circulation of library materials and the collection of management statistics. Libraries are now providing their clientele with much better and more efficient information services through the use of information technology. They are now capable of accessing information from remote

databases through the use of online services. Computer terminals and telecommunication networks provide the link between libraries and remote computer databases containing vital information.

Optical disk technology, another development in information technology, is also having positive effects on information management. This technology has introduced new ways of recording, distributing and storing of information, particularly by means of the CD-ROM (Compact Disk Read Only Memory). The use of CD-ROMs in libraries has resulted in the replacement of large reference publications, such as encyclopedias, bibliographies, directories and many more which can now be stored and accessed on CD-ROMs.

The application of information technology to information management activities in libraries has resulted in the overall improvement in the performance of libraries and other related information institutions.

Computer technology has been in Zambia since the early sixties and was initially confined to its traditional use, the processing of numerical data. However, since the late sixties the application of information technology to other types of information processing in Zambia has been on the increase. Information technology has proliferated into both the private and public sectors of the country. In order to encourage the use of this technology in information management in libraries and in the country as a whole, information professionals, led by librarians, presented to the Government in 1987 a National Information Policy Draft Proposal in which it was recommended that it should be the policy of the Government to encourage the adoption and application of information technology in the processing and management of information so as to facilitate information generation, collection, storage, dissemination and utilization and to enhance the activity of information sharing at national and international levels (Zambia Library Association, 1987).

Taking into account the views that the use of information technology to other types of information processing in Zambia is on the increase, and the fact that libraries, libraries and information centres have a definite role to play in the national information networking in Zambia which is enhanced by the application of information technology, the paper assesses the trends in information technology applications in libraries in Zambia. It identifies the gaps and other inadequacies in the application of computers in Zambian libraries, and in turn provides an insight into the actions to be taken to enhance the efficiency and effectiveness of libraries in the country, with particular focus on the use of IT in the provision of library services.

INFORMATION TECHNOLOGY APPLICATIONS IN LIBRARIES

Zambia has various types of libraries and information related institutions. There are academic libraries, special libraries, public libraries and school libraries. Also available are documentation centres, information centres, archives and museums.

Types of Libraries Using Computers

Most of the libraries using computers are special libraries or information and documentation centres attached or affiliated to private and parastatal business organizations.

and to research institutions. The most notable ones in the private and parastatal sectors are the libraries at the Zambia Bureau of Standards, the Environmental Council of Zambia, Export Board of Zambia, Zambia Consolidated Copper Mines Technical Services, Technology Development and Advisory Unit (TDAU) and the Bank of Zambia. The availability of computers or access to computers in these organizations can be attributed to the fact that funds are relatively more readily available for the purchase of the equipment in these institutions. Another possible explanation to the use of computers in most special libraries in Zambia could be that most of the business organizations to which these libraries are attached have realized the importance of automation in improving the efficiency and services in the provision of vital and timely information in the competitive business world, and thus the need to automate their information units. In research institutions, computers are being used at the documentation and information centres of the National Council for Scientific Research, the Tropical Disease Research Centre, the Institute for African Studies and the Mount Makulu Agricultural Research Station. Processing and dissemination of relevant and timely information for research has been the major factor behind the use of computers in research documentation and information centres.

While special libraries are in the forefront, behind them are academic libraries. However, it should also be noted that even in this category it is mostly those college libraries located in or affiliated to parastatal institutions that are using computers. The libraries of the University of Zambia and the Copperbelt University, the country's two highest institutions of learning, acquired their first microcomputers and other related equipment in 1992 and 1993 respectively. This was mainly from the funds provided by the Finnish Government through its aid agency, the Finnish International Development Agency (FINNIDA).

The number of public libraries using computers is negligible. In fact only two libraries are doing so and these are those affiliated to foreign governmental agencies. These are the British Council Library and the Martin Luther King Jr. Memorial Library at the American Information Centre, both located in Lusaka. All the District Council run public libraries in the country have no computer facilities and seem not to have any plans at all to introduce computers. This is mainly attributed to the lack of well qualified librarians in public libraries in the country who can appreciate the essence of automation and the lack of funding. Public libraries in Zambia are some of the most under-funded information institutions.

School libraries in Zambia, especially those in government run schools, have no future in as far as library automation is concerned. Unless the level of computerization in the country reaches a high proportion, the chances of introducing computers in school libraries are very remote. Poor funding, lack of building infrastructure to accommodate libraries, and lack of qualified school librarians will be the major barriers to the introduction of computers in these libraries in the country.

Computer Application

Introducing computers in libraries is one thing and using them effectively is another. Computers, as observed earlier on, are being applied to various library activities the two major categories being in-house keeping; and information storage and retrieval systems. In Zambia, there is a high incidence of computers being used for word processing activities in libraries. However, the use of computers for bibliographic and library data base management is coming up slowly. Libraries in research institutions are using computers for database management. At the moment the use of computers for acquisition, cataloguing, serials control, circulation control and provision of management information system is almost non-existent. The two university libraries are now assuming the leading role in the application of computers to library activities. The Copperbelt University is in the process of implementing an integrated microcomputer-based library system, STYLIS, which when completely installed will handle all the library activities which are now being done manually. The University of Zambia Library has just chosen DYNIX, a UNIX based library automated system. Its installation is yet to be done.

The reason for the under-utilization of computers in most libraries in Zambia can be attributed to the nature of library training which most librarians in charge of libraries in the country have been through. The majority of library staff in Zambia received their professional training at the University of Zambia. The courses offered at these institutions are mostly aimed at producing traditional librarians. No modules or programmes on information technology applications to libraries or information technology management are taught. The other programmes at certificate and diploma levels which have either been run or are being run by other training institutions in the country are also largely traditional librarianship oriented. This type of training has two major implications on librarians and the application of information technology in libraries in the country.

The first implication is that most libraries in the country have remained static and are not dynamic. Librarians still emphasize the collection of information materials, organizing and preservation of the collection and not on the process of communication of information which in turn will demand the application of information technology. The second implication is that it is quite difficult for most librarians in the country to really appreciate and properly understand the applications to which computers can be used in the library environment. Thus, it is difficult for them to introduce the technology which they know so little about in their libraries.

Types of Computers

Most computer installation in libraries in Zambia are microcomputer based systems. Except in very few cases, the installations are stand alone. Various brands of microcomputers are available and basically these are IBM machines and compatibles such as AST Bravo, NCR, and ICL machines. A few Wang installations are also available. Apple machines are conspicuously absent.

Computer Application

Introducing computers in libraries is one thing and using them effectively is another. Computers, as observed earlier on, are being applied to various library activities the two major categories being in-house keeping; and information storage and retrieval systems. In Zambia, there is a high incidence of computers being used for word processing activities in libraries. However, the use of computers for bibliographic and library data base management is coming up slowly. Libraries in research institutions are using computers for database management. At the moment the use of computers for acquisition, cataloguing, serials control, circulation control and provision of management information system is almost non-existent. The two university libraries are now assuming the leading role in the application of computers to library activities. The Copperbelt University is in the process of implementing an integrated microcomputer-based library system, STYLIS, which when completely installed will handle all the library activities which are now being done manually. The University of Zambia Library has just chosen DYNIX⁴, a UNIX based library automated system. Its installation is yet to be done.

The reason for the under-utilization of computers in most libraries in Zambia can be attributed to the nature of library training which most librarians in charge of libraries in the country have been through. The majority of library staff in Zambia received their professional training at the University of Zambia. The courses offered at this institutions are mostly aimed at producing traditional librarians. No modules or programmes on information technology applications to libraries or information technology management are taught. The other programmes at certificate and diploma levels which have either been run or are being run by other training institutions in the country are also largely traditional librarianship oriented. This type of training has two major implications on librarians and the application of information technology in libraries in the country.

The first implication is that most libraries in the country have remained static and are not dynamic. Librarians still emphasize the collection of information materials, organizing and preservation of the collection and not on the process of communication of information which in turn will demand the application of information technology. The second implication is that it is quite difficult for most librarians in the country to really appreciate and properly understand the applications to which computers can be used in the library environment. Thus, it is difficult for them to introduce the technology which they know so little about in their libraries.

Types of Computers

Most computer installation in libraries in Zambia are microcomputer based systems. Except in very few cases, the installations are stand alone. Various brands of microcomputers are available and basically these are IBM machines and compatibles such as AST Bravo, NCR, and ICL machines. A few Wang installations are also available. Apple machines are conspicuously absent.

Software For Bibliographic Applications

Micro Computerised Documentation System/Integrated Set of information Systems (Micro CDS/ISIS) software has gained ground in libraries in Zambia as the main software for information storage and retrieval systems, especially in research libraries. This is attributed to two reasons. First, Micro CDS/ISIS is very suitable for library information storage and retrieval activities; it runs on microcomputers and is distributed free of charge by Unesco. Second, various training courses in the use of Micro CDS/ISIS have been conducted by institutions such as Unesco, the German Foundation for International Development (DSE), the Pan African Development Information System (PADIS) and the Zambia Micro ISIS User Group. A number of librarians and documentalists have attended training courses in Micro CDS/ISIS organized by these institutions. Thus the software is readily available and training in its use is also available. The other software widely used are Dbase III Plus and Dbase IV. The Zambia Consolidated Copper Mines Technical Library has just installed CAIRS system.

Online Access to Databases and Networking

No library at the moment in Zambia can claim to have online access to remote databases. The main reason for this is that there are neither major electronic databases developed in the country nor organizations providing database services. The number of records in inhouse databases is also too little to necessitate sharing through networking on a large scale. The Eastern and Southern Africa Development Information System (ESADIS), which is to provide bibliographic databases in development information started operating in Lusaka in early 1993. Its services are yet to be established.

An Electronic Mail (E-mail) network in Zambia with its centre at the University of Zambia Computer Centre has been established and is developing at a faster rate. A number of Non-Governmental Organizations (NGOs), private and research institutions are using the network for the transmission of messages in Zambia and outside Zambia. This development is indeed a nice feature for libraries but unfortunately, telecommunication tariffs charged by the country's Post and Telecommunications Corporation (PTC) are quite exorbitant and are a barrier to Wide Area Networks and in some cases Local Area Networks. Provision of data communication lines is also very expensive and most libraries can not afford to invest in such ventures. Noteworthy also is the fact that the services provided by PTC are generally of sub-standard.

The absence of major bibliographic databases in the country should be a matter of concern to the information professionals. Bibliographic databases enable scientists and researchers to gain access to information needed for the management of science and technology, for problem solving or for the pursuit of science studies (National Research Council, (1989). Thus the lack of databases, especially local ones, implies that Zambian scientists and researchers are not being well informed about the various research developments in the country. To arrest this situation, there is great need to develop databases where information on research, scientific and technological developments in the country could be stored. However, creation of bibliographic databases requires expertise in subject analysis, abstracting and indexing, systems design, database management and access to computers. While in some libraries computers

are readily available, the lack of necessary computer skills creates a number of problems. This in fact is one of the major reasons why there is an under-utilization of computers in Zambian libraries.

CD-ROM Technology

Despite the opportunities presented by this technology for libraries to improve their services, very few libraries have CD-ROM drives and subscribe to CD-ROM databases. It is quite true that the price of CD-ROM drives and subscriptions to various databases could be quite high for libraries in developing countries like Zambia. However, the benefits derivable from this technology justifies investment in it. CD-ROM database could be used in the cataloguing and classification of library materials, in the provision of selective dissemination of information and current awareness services and also in the provision of information retrieval services.

Notable installation of CD-ROM drives are at the Mount Makulu Agricultural Research Station, the Tropical Disease Research Centre, British Council Library and the Martin Luther King Jr. Memorial Library. The Copperbelt University Library acquired its CD-ROM drive in 1993 and it is not yet installed while the University of Zambia has started using CD-ROM databases with the acquisition of seven databases funded by the American Association for the Advancement of Science (AAAS).

CONCLUSION

The potential for the application of information technology in most libraries in Zambia especially special libraries and academic libraries, is quite high considering the fact that most of these institutions have access to computer facilities. However, this fact is overshadowed by the fact that a good number of librarians in the country are not well conversant with the applications to which computers can be used in libraries and information work.

This is indicated by a high incidence of word processing applications in most libraries in Zambia. This situation can be rectified by conducting orientation courses aimed at equipping library managers with the necessary knowledge and skills in library automation. It calls for the restructuring of the library programmes being offered in the country so that they should reflect the changing library environment brought about by the impact of information technology, and also calls for increased funding of libraries.

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THE GENDER FACTOR IN PUBLICATION OUTPUT OF LIBRARIANS IN NIGERIAN UNIVERSITIES

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ABSTRACT

This paper examines the influence of gender on publication output of librarians in Nigerian universities. A total of 202 librarians (121 males and 76 females) were sampled from 22 out of the 35 university libraries in Nigeria. A t-test statistics was used to compare the publication output of male and female librarians. The results indicate that the male and female librarians are similar in their academic and work related publication outputs. It was found also that other factors outside their work environment, such as under-funding of education, high inflation rate and poor living conditions, influenced their publication output. The paper therefore suggests the need to alleviate differential treatment in the work environment of men and women librarians.

INTRODUCTION

Barriers to women progress in the work environment can be viewed from at least two perspectives. Obstacles may be seen as residing within women themselves that is their own attitudes and motivations may impede high levels of academic achievement (O'Leary, 1974; Stein and Bailey, 1973). Male and female librarians working in Nigerian university libraries are expected to write and publish research papers, journal articles and books like their teaching counterparts - university lecturers - before they are promoted or elevated. Publication output enhances their status or rank and salary position in the university environment. Several research studies have indicated the justification for librarians to publish as shown by Harrison (1982), Coughlin and Snelson (1983) and Isaac (1983).

Writing in support of librarians to write and publish, Redmon et al (1973) argued that librarians working in University libraries should see themselves as being involved in two "information cycles" : a "publication cycle" of production of new knowledge, its formalization and its storage and use; and a "demand cycle" - providing information to library user or clients. By so doing, librarians can compete with their teaching counterparts in the university community. This study seeks to find out the influence of gender on publication output among university librarians in particular. University libraries in Nigeria and other parts of the world are the "nerve centres" of higher educational institutions of learning, teaching and research. As such there is an urgent need to find out the influence of gender on publication output of librarians. The result of this study could aid in eradicating sex stereotypes in recruitment exercise in library work. In any case, the primary duties of university librarians are not only to acquire and disseminate information to users or clients but also to contribute in extending the frontiers of knowledge by publishing significant research like their teaching counterparts.

Watson (1977) noted that although women dominated academic libraries in the U.S.A., their publication output was low, when compared with that of men. Olsgaard and Olsgaard (1980) studied authorship data for five major library science journals covering a ten-year period in the United States of America were reviewed. Information was tabulated to determine if publication trends suggest a bias on the basis of sex, occupation or geographical location of the authors. Their research results are as follows:-

- (a) that 84% of academic librarians in USA were women and 61.5% of articles analyzed were published by women; and
- (b) that 16.6% of academic librarians in USA were men and had published 35.5% of articles;
- (c) the overall rate of publication showed an average of 1.5% publication per individual librarian.

Olsgaard (1984) examined success among academic librarians in USA by using their publication output. His research findings show that there was no significant difference between men and women. He used the results of his study to justify the need for librarians to publish and concluded that such contributions to the professional literature comprise an important criterion in measuring "success" among librarians.

Nwafor (1987) examined how much publishing is carried out by Nigerian librarians working in Plateau State and University of Nigeria, Nsukka with 39 librarians who authored 129 articles/papers. His research findings with regards to sex of the librarians could be summarized as follows :- (a) of the 24 male and 15 female respondents, 10 (41.66%) of the former and 7 (46.66%) of the latter did not identify with any publications; (b) the total number of papers by 14 male publishing librarians were 79 and 8 female counterparts had 50. Thus, the average number of publications per publishing librarian was 5.64% for men and 6.25% for women.

To guide the study, the following hypotheses were tested, namely; that:-

1. There is no significant difference in sex on academic publication output among librarians in Nigerian university libraries.
2. There is no significant difference in sex on work related publication output among librarians in Nigerian university libraries.

For the purpose of clarity, publication output survey statistics were categorised into two dimensions, namely, academic publication output - journal articles, books, accepted or published conference/workshop papers and work related publication output - abstracts, indexes, bibliographies and in-house publications accepted or published by the librarian. Such academic and work related publication output were assumed to have had local, national and international book/serial numbers of ISBN or ISSN.

METHODOLOGY

A stratified random sampling method was used to select 278 respondents or librarians working in 22 out of 35 university libraries in Nigeria. All the universities were categorized into five groups consisting of (a) conventional federal universities (b) universities of agriculture (c) conventional state universities (d) state universities of technology and (e) federal universities of technology.

A simple random sampling method was used to select universities from each of the five groups for the study. However, the geographical location of universities was taken into consideration during selection. The essence of these two sampling methods was to ensure equal probability of being selected. One hundred and ninety seven respondents (121 males and 76 females) completed and returned their questionnaires correctly, representing 72.66% response rate. Five of the returned questionnaires were not usable.

TABLE 1: CLASSIFICATION OF LIBRARIANS BY SEX

SEX OF LIBRARIAN	FREQUENCY	VALID PERCENT
Male	121	59.9
Female	76	37.6
No response	5	2.5
Total	202	100.00%

Respondents were requested to check on six point scale to express their level of publication output within the past seven years - 1985-1992 thus:- (1) None (2) 1-3 (3) 4-7 (4) 8-11 (5) 12-15 (6) 16 and above. Indeed, quantitative values were given to the responses in the questionnaire as indicated above and the means of responses were computed for each publication output dimension. For both sexes, the t-test statistical analysis was done to determine or compare the difference in terms of publication output. Furthermore, the means and standard deviation scores of the publication output dimensions were computed and used in determining the study results. The two hypotheses were tested at the 0.05 level of significance.

ANALYSIS OF DATA

In testing hypothesis 1, a t-test statistics was used to compare male and female librarians regarding their academic publication output in Nigerian university libraries.

TABLE 2: COMPARISON OF MALE AND FEMALE LIBRARIANS REGARDING THEIR ACADEMIC PUBLICATION OUTPUT.

TYPE OF PUBLICATION	SEX	N	$\bar{X}$	SD	df	t-value	2 TAIL PROBABILITY
Academic Publication Output	Male	109	5.1193	2.218	178	1.36	0.175
	Female	71	4.6620	2.191			

As is presented in Table 2, the result of t-test analysis shows that in academic publication output, with a mean score of 5.1193 for males and 4.6620 for females and the standard deviation of 2.218 and 2.191 for males and females respectively, the males

have an edge over the females. However, the calculated t-value of 1.36 is lower than the critical t-value of 1.96 at 178 degree of freedom. Therefore, the male and female librarians are not significantly different in their academic publication output. The null hypothesis stating that there is no significant difference in sex on academic publication output is accepted.

In testing hypothesis 2, a t-test statistics was used to compare male and female librarians regarding the work related publication output in Nigerian university libraries.

TABLE 3: COMPARISON OF MALE AND FEMALE LIBRARIANS REGARDING THEIR WORK RELATED PUBLICATION OUTPUT

TYPE OF PUBLICATION	SEX	N	X	SD	df	t-value	2 TAIL PROBABILITY
Work Related Publication Output	Male	39	5.0000	1.298	68	-.75	0.456
	Female	31	5.2581	1.527			

As is presented in Table 3, the result of the t-test analysis shows that in work related publication output, the male and female librarians have the mean score of 5.0000 and 5.2581 respectively, the females have an edge over the males, supported by standard deviation of 1.298 for males and 1.527 for females. However, the calculated t-value -0.75 is lower than the critical t-value of 1.96 at 178 degree of freedom. Therefore, there is no significant difference between male and female librarians in respect to their work related publication output. One would, however, observe that the mean score of females is higher than that of males. The null hypothesis stating that there is no significant difference in sex on work related publication output among librarians in Nigerian university libraries is accepted.

DISCUSSION OF RESULTS

The results of this study show that librarians' academic publication output are about the same, regardless of sex, although the male librarians had an edge over the female librarians. Furthermore, male and female librarians are about the same in the work related publication output although female librarians had an edge over the male librarians. This result is somehow similar and at the same time dissimilar with results of previous studies. For instance, Nwafor (1987), revealed that female librarians published more than male librarians. On the contrary, Olsgaard (1984) noted that even though university libraries are dominated by the female librarians in the USA, the male librarians were more productive than the female librarians.

This result could be explained by the fact that academic publications appear to be more rigorous to produce than the work related publications. Consequently, the male librarians have an edge over the female librarians in this area. On the other hand, it appears that some male librarians see work related publications as "feminine in nature" which does not take much time and academic rigor to produce.

In the contemporary Nigerian university milieu, one could easily observe that we have more males occupying top ranking positions like that of professors, readers and senior lecturers. The same applies to positions in library schools in the country. Of the eight professors of library science in Nigerian universities, only three were females while the rest were males. Similarly, of the 22 university libraries that were used for this study, three females occupied the rank of University Librarian.

According to the response rate obtained, it appears that the males are more than the females and are more productive especially in academics publication output than the females. This could be explained by the fact that some women in academics are married with children and they have many family chores or problems to attend to. Consequently, they hardly find time to devote for research and writing papers for academic publications as their male counterparts do.

CONCLUSION

This study shows that female librarians compare favourably with male librarians in terms of publication output. However the fact that male librarians have an edge over female librarians may be attributed to the fact that male librarians have more time to devote to academic matter than female librarians who have to combine their library job effectively with household matters. If publication output is considered an important factor in the professional development of libraries then this study has revealed that discrimination in terms of gender should be completely avoided when recruiting librarians.

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SELONG EDEM

JOINT SCHOOL/PUBLIC LIBRARIES: A CATALYST FOR SCHOOL LIBRARY DEVELOPMENT IN AFRICA

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ABSTRACT

Lack of vision of what school libraries can provide to education had led to their slow development in Africa. On the other hand governments are spending a lot of funds to establish public and other types of libraries in urban areas outside the school system. The paper looks at the role of libraries in education and development and suggests that the public library and school libraries should be combined. He argues that combined school/public library service at the school level will not only help to eradicate illiteracy but will also provide information necessary for education and development. The author cites countries which have tried joint school/public library services. He believes that this innovation will help to solve the problem of school libraries and that of slow development of public libraries in Africa.

INTRODUCTION

A recurrent theme in the school library literature of the 1980s and the 1990s was the necessity for innovative solutions to the inadequate school library service in Africa. In articles lamenting the inexistence or slow development of school library system in Africa, the sluggish progress is attributed to the lack of funds, lack of trained school library personnel, lack of identification of the role of school libraries in an oral society, lack of clear-cut policy direction with respect to the development of school libraries, lack of officially approved standards for school libraries, lack of people who know how to use libraries or have a "felt need" for the school libraries etc. Most of these articles call for a change in the school library philosophy, mission and structure. They also call for a change in the educational system to incorporate the need for school libraries.

On the other hand, however, other types of libraries and information systems exist and library schools to train librarians continue to mushroom in Africa. No current statistics are available.

This paper attempts to make a case for the joint (combined) school/public library system as a solution to the school library problem especially in the rural areas where the centre of African economy lies. Separate school and public library structures make little sense in a climate of poverty. The absence of centralized school library planning as it exists for the public library systems has led to the erratic development of school libraries. Except for a few schools in a few countries which have marginally adequate schools libraries, there are relatively few functional school libraries in Africa as a whole and Southern Africa in particular.

REASONS FOR THE ABSENCE OF SCHOOL LIBRARIES

There is a long litany of reasons for the lack of school libraries in Africa. Dike (1989), Knuth (1993) and Tawete (1991) among others consider the following as the basic reasons:

- a) Libraries are considered a luxury in schools.
- b) The educational system does not require libraries. The textbook, the chalk and the blackboard seem to be important tools for any child to go through his/her education.
- c) Teachers are unreceptive to library programs.
- d) There is inadequate supply of trained staff.
- e) School libraries compete for funding with other vital services.
- f) There are no guidelines or standards for school libraries.
- g) The conflict between the oral tradition and the book culture.
- h) Absence of centralized planning and coordination.

An innovative linkage of school and public library programmes may overcome the factors listed above as causes for the underdevelopment of school libraries in Africa. Combined school/public library service will also help to provide information services to the adults in the rural areas. A combined library service to the whole community might command more administrative respect than a school library alone. Alliance with a public library might protect school library services from curtailment at the whims of a headmaster. We have witnessed well established school libraries being closed at the expense of opening more classrooms. With the advent of the Universal Primary Education (UPE), Africa has seen large numbers of school going children, so classrooms have not been enough. The result has been to close libraries where they exist in order to provide more classes.

A major criticism of existing library services in Africa is that they fail to meet the needs of the majority i.e. the children, the poor, and the rural population. Few public libraries have children's services let alone collections. School libraries, have not received enough support and funding perhaps due to the unreceptive climate of a textbook-oriented educational system. This has resulted in token school library collections or lack of any provision at all. Few libraries exist in rural areas and even in the cities, but the poor rarely use the existing facilities because, as Buman (1972) writes, libraries in Africa serve the elite as they have since colonial times. Few public and national library services have attempted to bridge the gap by introducing "mobile library services". The problems of mobile libraries in Africa are known to most of us. Apart from the shortage of spareparts to repair the vehicles, the roads in rural areas are bad. In addition, a mobile library does not offer enough activities that an ideal library would offer. Rural people need static libraries just like the urban people. They want to have the pride of owning the library. The solution to the absence of school libraries and the slow development of public libraries especially in the rural areas is in combined school/public library service.

JOINT (COMBINED) SCHOOL / PUBLIC LIBRARIES

Joint school/public library service is an old concept. It has been tried in a number of countries including the United States of America, Canada, England, Finland, Sweden,

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JOINT (COMBINED) SCHOOL / PUBLIC LIBRARIES

Joint school/public library service is an old concept. It has been tried in a number of countries including the United States of America, Canada, England, Finland, Sweden,

Tanzania and others. In other countries they have been successful whereas in others they have failed. In Tanzania for example, out of the ten (10) joint school/public libraries which were established with the assistance of the Scandinavian countries in the early 70s only one is still operational - the Kibaha Education centre/public library. Knuth (1993) reports that Sweden has about 500 combined libraries out of its 2,000 public library units.

What is a joint school/public library? This is a library within the school compound serving both school children, teachers and community members surrounding the school i.e. parents, etc. This is an innovation for librarians in Africa where there is a significant absence of school libraries and the slow development of public libraries. Such a library will have children's section with services like story telling and school-oriented materials and another section for the adult public. Such an innovation involves the transformation in library mission and delivery. In Africa, integration of the services is no longer a matter of academic or professional debate but a real necessity. Combined libraries have worked well in certain circumstances, but usually where it is successful, it receives little publicity. For many years in Africa, librarians have denied the rural population the right to information when the infrastructures are there. Librarians in Africa should not be mentally colonized by the Anglo-American library tradition of separate library systems when the economy does not allow.

School libraries in Africa have not been effectively integrated into national planning and thus have not received adequate back up support. National and public library services in Africa already receive government support. Implementation of the joint school/public library model, however, would require centralized planning, integration, standards and support systems from the areas they operate.

Joint school/public library must serve the needs of the community as a whole and not only the elites. Joint school/public libraries must not only provide reading space for children but they must provide the information needs of the communities as a whole.

FACTORS FAVOURING COMBINED SCHOOL/PUBLIC LIBRARIES

A number of factors seem to favour the development of joint school/public libraries in Africa. We would like to look at the following:-

1. Location of communities

Joint school/public libraries seem to be successful in communities where no alternative library or information services are available. In Africa the most pressing need for information services is in rural areas. If we consider development to be economic development, then it is the rural areas where our economy is based (Agricultural based economy). It is the rural population which need information on better methods of farming, where to sell their products, health, crime, legal matters, politics and government of the day etc. Unfortunately most of the existing information services are clustered in urban areas established either by diplomatic missions e.g. British Council or our own National Library systems. Our schools in the rural areas do not have libraries. The few which have a library of some kind do not allow people other than the school communi-

ties i.e. teachers and pupils to use their libraries. A mere extension by our existing urban libraries through mobile libraries, book box or postal library services to rural areas will not succeed. What we need is a new kind of multimedia - based information service, operated by a different kind of librarian. We have two alternatives. Either to establish separate rural public library structures like those in the urban areas or to make use of the existing school establishments for the purpose of the community as a whole. This will be very economical as schools are everywhere. What we need is to draw the logistics on how to integrate the services.

On the other hand the libraries we have in the urban areas do not meet the information needs of the urban communities either, our urban public libraries tend to be reading rooms for children preparing for examinations; many collections are not geared to community information needs; they are old, outdated and unattractive. The library structures in urban areas are in such a way that they scare the students from the adult or literacy education programmes.

2. Location of education programmes

Developing countries are lucky in that most of them have formal schooling, adult education, literacy and public library services operating under the umbrella of the Ministry of Education. The Ministry establishes and runs schools while at the same time overseas public libraries either in form of parastatal organizations such as in the case of Tanzania or as their government departments as in the case of Swaziland. The Ministries of Education apart from running schools are also responsible for adult education and literacy programmes. In pursuit of the aim of eradicating ignorance and illiteracy, schools are used as centres for both formal schooling as well as informal education. While formal schooling is done during the day, adult education programmes are done in the evening, using the same classrooms, blackboards, chalk, teachers and who knows, sometimes even books. It would be convenient and economic for government to establish libraries in schools to be used by both children and adults. However, cases are known where there have been schools with libraries and these have been closed in the evenings thus depriving the adult students.

Africa has such limited resources that libraries need to serve a variety of purposes, of which education may be important. A school library is a catalyst for educational change and its resources support the curriculum. However, as the schools become more and more "education" centres (formal and informal) they will be natural places for community-based libraries to serve all members of the community. Joint library services extend the education function to all ages by providing essential information support for literacy and post literacy programmes. While schools generate literate population, libraries reinforce the education programmes. Joint libraries provide information for rural development, support education programmes and serve as centres for community education and culture.

3. Community involvement

Combined school/public libraries will ensure the participation of the community in planning and implementing of the services. The library would provide linkage between

the world of school learning and community literacy. Here both adults and children will participate in a literate involvement. In Africa, children are less encouraged to discuss books with parents. School/public libraries would remove the shyness from both children and parents to discuss what they read. Community involvement can also use adults in either teaching or library work hence help reduce the shortage of both teachers and librarians. In librarianship, adults can help in the story-telling programmes, puppet making etc. In literacy programmes adults can help in the teaching of oral history and other subjects. Schools have not used much of the existing talented adults surrounding them. Such classes could be held in the library.

4. Poverty

From the economic point view Africa cannot have two separate library structures co-existing i.e. school and public libraries. To attempt to do so will only mean that one of the services or both of them may suffer. The present structure has made both services suffer. There is a significant absence of school libraries and a slow development of the public library service. Joint school/public libraries might bring an even development of both.

5. Information needs

There is an assumption among librarians that rural population does not need information. In a research carried out by Mchombu (1993) on information needs of rural people in Botswana, Malawi and Tanzania it was found out that there is a high demand of information in the rural areas. The areas of information needs are on agriculture/livestock, health, sanitation, and other income generating projects. Mchombu discovered also that the urban library extension services are not known to the rural people. Fortunately locations of schools are known. Schools are not only known to the community members but often the communities are involved in the establishment of the schools. It is through this involvement that we can introduce the integration of school/public library service.

CHANGE OF MISSION AND TRAINING

To be successful in combined school/public library service needs a change in the attitude, mission statement and the training of our library personnel. Joint school/public library service requires not only the knowledge and skills of librarianship but also the understanding and love of the community as a whole. Conservative teacher-librarians or the public librarian cannot serve in a joint school/public library effectively. Whereas we need the knowledge of teacher-librarianship and public librarianship, it is the combination of the two for the service of the community that matters. Soen (1992) notes that librarians lack the knowledge and skills required to effectively address the variety of information needs for development. Joint school/public libraries will be designed and operated to support the communities they serve. Librarians in combined libraries should have the ability to relate information to development.

The change of attitude must also take into consideration the nature of the collection. The school/public library collection will have to take into consideration the na-

ge and type of the users and their needs. This type of library will have pupils (students), teachers, adult learners and general elite public surrounding the school. In building the collection for this library the staff should be clear of the different level and cognitive development of each individual using the library. Obviously the main collection will be books ranging from references e.g. encyclopedias, school texts and other non-fiction and fiction books. It would be necessary also to consider the non-print materials such as films for illiterate users. The library which will look like a community centre will have a discussion room where various community discussions would take place. The important thing should be that the collection should cater for all individual differences and facilitate learning and meeting information needs.

FAILURE/PROBLEMS OF JOINT SCHOOL/PUBLIC LIBRARIES

If one wished to look at the factors involved in the failures of joint school/public libraries, one could examine the success factors in terms of their absence. Combined libraries are not successful when there are too many users and those users have alternate sources of information. As it is, we have too many users with no sources or few sources of information. Failure of combined libraries will also engage community support and provide service appropriate to community needs. The problems of joint/public libraries are basically managerial, psychological and staffing. It is difficult to manage a library that serves the community at large from the school point of view. What kind of library regulations are you going to institute for example? Psychologically there are some adults who feel uncomfortable to be seen using the same books as children. The staffing problem is known. Our task is to answer the question, what type of a librarian do we need for this library: a teacher/librarian or a public librarian? The library schools have a role to play in meeting the staff needs of this library.

CONCLUSION

Notwithstanding the negative attitude of the majority of librarians towards joint school/public libraries, an integrated service seems to be our solution for the lack of school libraries and the rural library services for the adults. Combined libraries can work well if well planned and under good circumstances. If joint libraries are working in Sweden and Australia why not in Africa or Southern Africa for that matter? What we need to do is to survey the conditions under which combined library services can work.

Also necessary is a change of attitude and the education of librarians. Librarians need unique knowledge and skills in the field of providing information for development. Unique knowledge should come from research and development and experience. Librarians lack the knowledge and skills required to effectively address the various information needs of both children, young adults and adults. Library schools train their products to categorize these users as separate groups each needing its own structure of library services. May be it is because of this approach that financing bodies fail to provide funds for each structure as a separate system. What we lack are innovative skills. It can be done let us play our part and try it.

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FELIX TAWETE

INTRODUCTION

Handicapped (VH) persons are an integral part of any national population and the national information cake. Visually Handicapped persons are a study among the disabled people because when it comes to reading they are disadvantaged as reading is a visual culture. Those, who because of their handicap are not able to read the conventional print, need to be provided with alternative formats which they can read at their own pace and

at a public library as the VH is continuously in a position of neglect and discrimination of the group contrary to the dictates of modern society as stated in the United Nations charter for the disabled. Provision of library and information services to a people is the key to the door of information which is an essential ingredient of an individual's basic needs and at the same time an important tool of national development.

The study of reading materials and their availability by the VH was conducted in Kenya in 1991. It was prompted by a revelation of dearth of reading materials in the country following a study of library services and information needs of the visually handicapped in Kenya conducted in 1986. Reading materials in Braille format by the VH in Kenya have been acquired and provided by institutions and individuals and are kept in the national libraries and government libraries at home of the VH while some may have a very limited.

According to the headmaster of Thika High School for the Blind in Kenya, there is lack of attention given to blind people by libraries in the country. It must be admitted that the commonest complaint of the blind people which are facing the blind. He said, 'Teachers in this school have had to cope with as little as only the grading materials which they themselves can make' (Tawete, 1991). Rich's comments followed a local radio broadcast on reading materials for the blind in Kenya.

PROVIDING READING MATERIALS FOR THE VISUALLY HANDICAPPED IN KENYA

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ABSTRACT

This paper attempts to discuss the availability of reading materials and accessibility to the libraries holding the materials for the visually handicapped in Kenya. Guided by five objectives on range and extent of collection, accessibility to libraries, usage pattern, collection development policy, and resource sharing, the paper analyses the data into areas and presents findings and recommendations that can help improve the local situation of the institutions and enhance their international image.

INTRODUCTION

The Visually Handicapped (VH) persons are an integral part of any national population that should share the national information cake. Visually Handicapped persons are singled out in this study among the disabled people because when it comes to reading print, they are further disadvantaged as reading is a visual culture. Those, who because of visual impairment are not able to read the conventional print, need to be provided with reading materials in alternative formats which they can read at their own pace and time.

The absence of a public library service to the VH is tantamount to neglect and discrimination of the group contrary to the dictates of modern society as stated in the United Nations charter for the disabled. Provision of library and information services to a people is the key to the door of information which is an essential ingredient of an individual basic needs and at the same time an important tool in national development.

The study of reading materials and their accessibility by the VH was conducted in Kenya in 1991. It was prompted by a revelation of dearth of reading materials in the country following a study of library services and information needs of the visually handicapped in Kenya conducted in 1986. Reading materials in usable formats by the VH in Kenya have been acquired and produced by institutions and individuals and are kept in institutional libraries and private libraries in homes of the VH where accessibility is very limited.

According to the headmaster of Thika High School for the Blind in Kenya, there is lack of attention given to blind people by libraries in the country. It must be admitted that this comment touched on one of the major problems which are facing the blind. He adds, 'Teachers in this school have had to cope with as little as only the reading materials which they themselves can make' (Rich, 1979). Rich's comments followed a local radio broadcast on reading materials for the blind in Kenya.

Institutions, schools and rehabilitation centres only allow registered students to have access to their libraries and private libraries are only accessible to the owners even if they no longer need the materials. Perhaps, access to these resources by the needy people coupled with scientific bibliographic control mechanisms would result into meaningful use of these materials. The bibliographic control mechanisms will reveal the type of materials available and their locations. It will coordinate their organization and channel them to potential users outside the holding institutions and individual home libraries.

In Kenya, there are about 230,000 people who are visually impaired. Out of this population, about 1% have received some form of formal education making them able to read. In the absence of relevant and appropriate reading materials, the obvious result is a fast lapse into illiteracy.

This study was inspired by discussions from previous studies and literature in Kenya. Mya, Owino and Ogenga (1986), Owino and Ogenga (1987), Owino (1989) dwelt on production and acquisition of reading materials. Library services emanating from materials have been considered by Ng'ang'a (1984), Owino and Muya (1984) and Mwiti (1991).

This study was conducted for the following reasons:-

- (a) To determine the range and extent of existing reading materials for the visually handicapped in Kenya;
- (b) To assess the accessibility to the libraries holding reading materials for the VH by both registered users and external borrowers;
- (c) To find out policy - (if any exists) - on collection development (acquisition and production);
- (d) To enlighten the librarians on the usefulness of bibliographic control mechanism on resource sharing for the VH in Kenya.

METHODOLOGY

The study sample comprised two groups, one in the business of provision of reading materials and the other, the recipients. Information on the availability and accessibility to reading materials was provided by institutions. However, it was thought appropriate to gauge the views of the users so as to evaluate the services the institutions provided. On the second count, actual users and potential users' views were important in that, they would provide information related to the solutions of their problems as they perceive them.

For information providers, the total population was considered as there were only twenty five (25) institutions offering services related to provision of reading materials to the VH. Although this population was small, it made up 100% on its own. For the second group, a random selection method was employed in which every fourth person enlisted on a register that had been compiled earlier by the researcher was picked. The register contained names, employers and qualifications of the visually handicapped in legal and teaching professions. From the register, a sample of 25 potential and actual beneficiaries of library and information service was selected.

The register provided a cross-section of all categories of users. It also provided a fair representation of all levels of educational attainment and does not discriminate

against any gender. It also provided information countrywide as members were drawn on a national basis.

To elicit the data, two sets of questionnaires were designed containing general open-ended questions which requires the respondents' input. The questionnaires were administered through the post.

The response rate of institutions or information suppliers was 13 out of 25 or 52%. The users' response rate was rather low at 8 out of 25 or 40%. The low rate of response by users needs a follow-up to establish the possible cause.

DATA ANALYSIS

Availability of Reading Materials for the Visually Handicapped/Collection Development and Production Policy.

The guiding factor in collection development (CD) whether through self-production or purchase is the need of the user. The collection is developed according to individual institution's financial ability and the spending policy of the funds needs to be spelt out in an elaborate and clear manner. It should show the direction of CD according to the objectives of the parent institution. Purchase at random results in misappropriation of the meagre financial resources. On the other hand, production of irrelevant titles is a betrayal of the sponsors' aims.

Of the head of institutions who answered questions on the acquisition policy, less than 40% indicated that their institutions had some kind of policy that guides their acquisition or purchase. This unfortunate situation leaves the decision to spend public money in the hands of institutions. In schools, it was indicated that their policy is to welcome everything that comes in.

There are standard tools for selecting library reading materials. When the question about these tools was put to respondents, it was revealed that the following are used: publisher catalogues (46.2%), Ministry of Education recommended titles (23%), individual teacher's requests (23%) and what the schools thought was right for the learners (15.3%). The learners were not consulted at all. It was also found that two institutions among others were engaged in the production of reading materials and they provided catalogues.

Method of Acquiring Reading Materials

The methods employed in making reading materials available to the users formed an important part of the study. Four methods were identified namely: purchase, gifts, exchange and local production.

Table 1: Methods of Acquisition

Method of acquisition	N = 13 Institutions No.	%
Purchase	7	53.8
Gifts and donations	9	69.2
Self-production	4	30.7
Inter-lending	1	7.7

The above data (Table 1) indicate that the institutions catering for the reading needs of the VH largely depend on gifts (69.2%). This policy eventually leads to a situation whereby the collection is not relevant to the needs of the local learners as it was found that most of the gifts and donations come from abroad. About half of the respondents have attempted to use finances under their control to acquire materials (53.8%). At the bottom of the list is inter lending (7.7%) which indicates that there is very little resource sharing among institutions for the VH in Kenya.

The expenditure of the budget on reading materials was investigated and it was found that it ranged from between 2% and 60%. The percentage depends on the emphasis of the institution's objectives. Material production-based institutions spend as high as 60% of their financial resources, whereas a minority of those with visually handicapped users spend as low as 2% of their total budget on reading materials.

On the other hand, individual VH users who are not in educational institutions acquired their reading materials mainly through self-production (50%). School libraries were also said to be producing most of the reading materials for their users (62.5%). Other sources of making reading materials available to non-students were: family members, friends and relatives which scored 12.5% and inter-library loans from libraries abroad (12.5%).

With such a high rate of local production it means that for non-institutionalized visually handicapped users there is no library from where they can borrow materials. With regards to availability of materials in libraries, the users (62.5%) indicated that they rarely got what they wanted.

Sources of Funding

Finance is the backbone of any activity or programme undertaken by an institution. With that in mind, a need to find out financial sources was felt. When sources of funding were investigated, it was revealed that allocation from sponsors topped the list (53.8%). Unfortunately fees and grants from the government were not spent on reading material purchases.

Accessibility to Libraries for the Visually Handicapped

Accessibility to libraries for the visually handicapped was another issue investigated. In response the institutions gave the number of registered users as 2,552 and estimated all users to be about 3,575 implying some measure of use. However, no institution clearly indicated the use by non-institutionalized VH except the Kenyatta University Library and Kenya Institute for the Blind. The latter runs a braille press for secondary level correspondence education materials for the VH in Kenya. No public library indicated registered visually handicapped among their clients. Literate non-resident VH Kenyans in educational institutions out-number those in residence. However, they remain unserved and the automatic result is that they lapse into illiteracy soon after leaving school.

Resource Sharing Activities

Resource sharing activities were considered as an important mechanism that need to be investigated, as it cuts costs and reduces duplications. The study found that some institutions shared resources albeit at a very low level.

General Comments from VH Users about Libraries

The general feelings of users on their perception of libraries was sought. Their response was very positive and very useful information was revealed. Certain unpleasant attitudes were exhibited by librarians in reaction to the VH due to lack of experience. The reactions created barriers between users and information sought. Among the barriers enumerated by the respondents are:

- (a) unavailability of reading materials in braille;
- (b) insufficient number of books in special formats;
- (c) poor co-ordination of available services;
- (d) delay in postage;
- (e) non-availability of recorded materials in public libraries;
- (f) non-availability of reading materials and
- (g) distance from the nearest library (particularly in the rural areas).

Concerning public libraries, the VH said:

- (a) libraries do not stock materials for the blind
- (b) reading needs of the VH are not catered for (no-diversity of titles in various subjects);
- (c) the VH are treated as illiterates;
- (d) the VH are considered an embarrassment;
- (e) the VH are ignored;
- (f) the loaning periods are too short and
- (g) no library staff assists the blind people in making a choice.

DISCUSSIONS

This study reveals that there exist school libraries and home libraries for the VH in Kenya. These libraries are not open to the entire population of literate VH who are not resident in those schools. They are only accessible to enrolled students and some VH teachers from outside. Inadequacy in services emanating from non-availability of a library for the VH has come out very clearly. This may have an effect on the reading habits developed by the students during school days which they should continue with when they are out of school.

The role of policy in collection development cannot be under-estimated. The policy being, 'a plan or course of action in directing affairs' is a very necessary tool in developing a relevant collection (Longman 1978). Concerning collection development which, according to Harrod's, (1984) is 'the process of planning a stock acquisition programme not simply to cater for immediate needs, to build a coherent and reliable collection over a number of years, to meet the objectives of the services, there is a need for an elaborate and clear policy to facilitate proper planning of a collection making it relevant and cheap'.

The data collection from the study indicate that there is no policy related to collection development in the institutions for the VH in Kenya. This situation has resulted in the acceptance of everything that comes in as gifts and donations. In this case most of the materials in libraries for the VH are hopelessly irrelevant to the school curricula.

lum and culture of the students. A good policy shall cut down on misappropriation of the meagre funds, reduce the attitude of using these libraries as dumping ground and create a balanced collection.

The non-institutionalized VH information seekers overburden the already overweighed tiny family budgets for producing their reading materials. This results in an unfortunate situation in which the VH are not only dependants but are seen to be a burden to their families. A public sponsored library should step in to restore the dignity of the VH while at the same time making them useful citizens contributing to the development of their nation and themselves. Surprisingly, the school dropouts indicated reasonable amount of use, an issue that needs further investigation, and the source determined.

Reading materials rather than basic school texts should be shared by the institutions for VH in Kenya through resource sharing agreement. Competition by establishing small empires of book collections is not healthy for the weak pockets of the institution that could undertake the acquisition and processing on behalf of the other cooperating institutions. In this, the professional staff could be hired and concentrated at the institutions to undertake the tasks. Funds would then be pooled together to facilitate professional library services at the agreed centre. This centre could be located in one or outside the institutions for the VH but appointed to handle and process materials on behalf of agreed group. This kind of arrangement would form a stronger front even to government for lobbying for allocations of funds. It could also attract donors better than the separate institutions. The centre would play a justifiable role of coordination of activities that relate to production, acquisitions and supply of reading materials. It would become a worthy contact at national level by keeping records and tracking the circulation of materials. It would be equated with a national library service in its functions and would also work out modalities for sharing of materials. This way, one institution would not need to acquire or locally produce what the other institution already has. Such arrangement may save colossal sums of money for each institution, money that could then be diverted to other services for the VH.

On the same understanding, personnel at the centre would also be required to supervise services at respective institutions by offering professional guidance and leadership. Thus, they will organize courses, seminars and workshops for the library staff of the institutions to update them in current professional practices and requirement, by ensuring maintenance of standards and uniformity.

The second level at which the centre could transact business is with other similar organizations worldwide. The centre shall transact business on behalf of participating institutions by preparing union catalogues detailing location and type of materials. These lists would help in sharing acquisition of materials internationally.

The views of VH about incorporating them into the decision-making process for their reading materials revealed many important issues. These issues were analysed and three major groups emerged. The VH potential library users wished the following could be readily available in libraries :

- (a) Material : Magazines, novels, plays and factual reading materials;

THE PUBLISHING OUTPUT OF LIBRARIANS IN BENUE STATE, NIGERIA

Zawua Jam

Benue State Polytechnic Library

Ugbokolo, P.M.B. 2215

Otukpo, Nigeria

and

Innocent Shaschia Ukeli

College of Education Library

Katsina - Ala

Benue State, Nigeria

ABSTRACT

This survey was carried out between November 1992 and September 1993 using a questionnaire which was distributed through heads of libraries and collected back via the same channel. Twenty-six copies of the questionnaire (74.28%) of a total of 35 returned were valid for analysis and discussion. The survey established that librarians in Benue State published very little (23.02%) and few equally presented papers (57.7%) as well as benefited from in-service programmes (46.1%). All those that published (23.07%) were from academic libraries leaving out those from the public library because their promotion was not tied to publication and research. Those that published had many problems affecting their little contribution and advanced reasons for manuscript (paper) rejection by learned journals. The survey lastly pointed out the need to expand the scope of the research to cover other states in Nigeria.

BACKGROUND

Benue State was created in 1976 and has at present over thirty-five graduate librarians working in the various tertiary institution libraries and the public library with its several branches. The tertiary institution libraries include two universities located in Makurdi, the capital, two Colleges of Education located at Katsina-Ala and Oju local government headquarters, a Polytechnic and a College of Agriculture located in Ugbokolo and Yandev respectively. The public library has its headquarters at Makurdi and branches are spread in almost all the eighteen local government headquarters. There are no industrial libraries, but the house of assembly has a legislature library.

The Problem:

Librarians across the globe are information workers. In academic institutions, they are accorded academic status. Like their teaching counterparts (lecturers), they are expected to do research and publish. Publishing is an integral requirement for promotion and advancement of librarians in tertiary institutions in Benue State with the

introduction of University salary scale in 1991. It is not however clear if they do publish in Benue State since too few articles have been observed in the professional literature. Do they publish or generate any other kind of information?

The literature on library and information science by librarians from other state of the federation abound but little is known about librarians in Benue State. Still few librarians from Benue State were present at workshops, seminars and conferences. Do they present papers at such do they attend as passive participants? Are librarians expected to be released for short duration courses, in-service training e.t.c.? Do they have their articles rejected by editors or do they just sit down and refuse to be bothered? What are the factors responsible for little or no publishing by librarians from Benue State. It becomes necessary to survey the field to establish solid reasons for the poor representation in professional literature.

Objectives

The aims of this survey (1) to find out the extent of contribution to knowledge by librarians from Benue State. (2) to add to the existing knowledge about librarians from Benue State and to suggest remedies, where necessary, for effective contribution to knowledge.

Questions:

- (1) To what extent have librarians in Benue State published?
- (2) In what ways do librarians contribute to knowledge in Benue State?
- (3) If they do not publish, what are the factors responsible?

Scope and Limitation:

This survey was carried out between November 1992 and September 1993. It covered only librarians working in Benue State who are graduates. Para-professionals, supportive and assistants were left out since these cadre by training and operation are limited.

Relevant Literature

Nwafor (1987) had surveyed Nigerian librarians and publishing and established that very few librarians in Plateau State ever carried out any meaningful research or communicated same. He established that reasons given for non-contribution were lack of funds, time, institutional motivation, relevant collection, and fear of criticism, publishing at expense of service and that publications are mostly shallow and not well researched. Jam (1991) surveyed the information needs of academic staff of College of Agriculture - Yandev and found that librarians there did not contribute to knowledge at all. They simply did nothing because their promotion was not affected, Dim (1983) asserts that research is a necessary part of the university system which breeds respect, recognition and advancement of knowledge.

Several studies in the past by Olanlokun (1982), Akhidime (1984) and Ochai and Nwafor (1990) all surveyed the faculty status and publishing as a criterion for career advancement or promotion in university libraries. Antwi and Nwali (1990) expressed faith in research on staff development of librarians and concluded that it should include orientations, meetings, in-serve training, seminars, sabbatical leave, outreach and research

and publications. Alemna (1993) carried out the most current research on the factor of publishing as a criterion for establishing the status of librarians in university libraries in Ghana. The Nigerian situation may be different from that of Ghana even though he had established that fifty-five percent of librarians in Ghanaian libraries had not published at all and gave reasons similar to those in the Nigerian environment. Librarians in Benue State may be similar in the extent of contribution or publishing and or have similar reasons for little or no publishing.

METHODOLOGY

A one page questionnaire was designed and pretested among librarians at the Benue State Polytechnic, Ugbokolo. Corrections were effected to remove ambiguities. The questionnaire was broken into three parts with the first part containing background questions on the general plane. The second part elicited information relating to journals read, journal articles published, and whether such publication was done abroad or locally, papers read or presented at seminars, workshops, symposia, conferences etc., Chapters contributed in books or books published, opportunity for in-service training. The third part sought information on factors inhibiting information generation.

Between November 1992 and September 1993, there were thirty-five graduate librarians working in Benue State. All of them formed the population for this study since each of them received a copy of the questionnaire which was distributed through heads of libraries in person and collected back through the same channel. In all, Twenty-six (26) questionnaire copies were returned and all were found to be valid for analysis. That number represents seventy-four (74.28%) percent of the total number of librarians in Benue State.

ANALYSIS AND DISCUSSION OF DATA

General Information:

Twenty-six (26) respondents (74.28%) out of a total of thirty-five returned their questionnaire in good condition for analysis and discussion. The twenty-six respondents are distributed as shown in table 1.

TABLE 1 DISTRIBUTION OF RESPONDENTS BY LIBRARIES

LIBRARY	NO	%
Benue State University, Makurdi	5	19.23
University of Agriculture, Makurdi	3	11.53
Benue State Polytechnic, Ugbokolo	6	23.07
Benue State Library Board, Makurdi	6	23.07
College of Education, Katsina-Ala	4	15.40
College of Agriculture, Yandev	2	7.70
	26	100

Twenty (20) respondents (76.92%) were married while six (6) (23.08%) were unmarried. Two respondents (7.69%) were between 20–29 years, Nine (34.62%) were between 30–39 years while the remaining fifteen (57.69%) ranged between 40–49 years. There were no respondents above that age bracket. This is the active age range where able-bodied people are productive, carry out research and publish same. Twenty-one (21) respondents (80.77%) were male while five (5) respondents (19.23%) were female. This shows a pre-dominance of male librarians. Fourteen (14) respondents (53.85%) were of the rank of Assistant Chief Librarians and above. Five (19.23%) were of the rank of Principal Librarian. Three (11.54%) were in the rank of Librarian I and Four others (15.38%) were in rank of Librarian II. Twenty (76.92%) were working in academic libraries, while the other six (23.08%) were in the public library system. Two respondents (7.69%) held doctorate degrees in addition to masters and bachelors degrees. Nine others (34.62%) held masters degrees and bachelors degrees. While Fifteen (57.69%) held bachelors degrees in addition to diploma certificates.

Information Generation:

Respondents were asked to list five library journals they read most in order of preference. Table 2 shows a ranking of the journals that they read most:

TABLE 2 JOURNALS READ IN A RANKING ORDER

JOURNAL TITLE	Place of Publication	No Time Cited
1. Nigerian Libraries	Nigeria	21
2. Nigerbiblios	Nigeria	12
3. Afr. Journal of Library Arch. and Infor. Science	Nigeria	10
4. Library Scientist	Nigeria	7
5. International Information and Library Review	U.K	5
6. Library Management	U.K	5
7. Journal of Documentation	U.K	3
8. Library Trends	U.S.A.	3
9. Journal of Librarianship	U.K	2
10. Libri	Denmark	2
11. Library Waves	Nigeria	2
12. Library Focus	U.K	2
13. Book World	U.K	2
14. Collection Management Journal	U.S.A.	2
15. The Serials Librarian	U.S.A.	1
16. IAALD Bulletin	U.S.A.	1
17. Library Association Record	U.K.	1
18. Third World Library Journal	U.S.A.	1
19. Media Librarian	U.S.A.	1
20. Journal of Audio Visual Association of Nigeria	Nigeria	1

From the above list, *Nigerian Libraries*, *Nigerbiblios*, *African Journal of Library, Archives and Information Science* and *Library Scientist* have the highest number of citations (21, 12, 10, 7). These are local journals and are easy to obtain. *Nigerian Libraries* is the Nigerian Library Association's publication which most registered librarians receive. *African Journal of Library, Archives and Information Science* is an international journal whose editorial board is largely made up of Nigerians and this accounts for easy availability of the journal within Nigeria. All foreign journals received low citations because of the problems associated with subscription. The economy is in bad shape and foreign exchange is scarce, while few people understand the use of UNESCO coupons or British Council Coupons as other sure ways of paying for such purchases. A few local journals (*Library waves*, *Journal of Audio Visual Association of Nigeria*) received one citation each. This could be due to the irregularity of their publication. Journals whose publication ceased were not cited and some famous foreign library journals were equally not cited (*Library Journal*, *IFLA Journal*, *JASIS*, *ASIS* etc.)

To be able to write and publish, a writer must be conversant with the field in which he is writing. It therefore means that such writers must be good readers of the available literature in his/her field. On the whole, only twenty (20) journals were cited by librarians in Benue State. This is far too few for custodians of information. Notable omissions in the local library journal stable are *Communicate*, *Journal of Library and Information Science*, *Nigerian Journal of Library and Information Studies* and *Nigerian Library And Information Science Review*.

Respondents were requested in the questionnaire to state if they had published articles and whether such articles were published abroad or locally, only six (23.07%) had published.

Four respondents (15.38%) had published abroad while two (7.69%) did so only locally. No bibliographical citation was supplied. All the six librarians that had published were from academic libraries and fitted into the 40-49 age range. Librarians from the public library published nothing, perhaps because it is not a requirement for promotion while the same is a pre-requisite for advancement on the job in academic libraries. Librarians in academic institutions are accorded academic status and are required like their counterparts (Lecturers) to research and publish (Izevbekhai 1992). On the whole, six librarians from Benue State have published. This is not encouraging at all.

Respondents were requested to state if they had presented or read papers at seminars, conference etc. or had published or contributed chapters in books.

Fifteen of the respondents (57.7%) had read or presented papers at seminars, conferences or such other equivalent forums. Five respondents (19.2%) claimed that they had published or contributed chapters in books. Twenty one (80.8%) said they had not. The figure of five is not impressive but weighed against the Nigerian book publishing business, it is excusable. On the whole, librarians from Benue State have to do more than is established in this survey.

The forums for paper presentation are seminars, workshops, symposia, conferences and public lectures. Librarians as information professionals know the value of infor-

mation generated at such forums. The forums serve as avenues for refreshing and continuing education. Librarians that have such exposures return to their jobs with information generated not only by them but also that of other presenters. In addition, such librarians could put up better performance and become more invigorated on the job (Jam, 1991). Librarians should strive to present papers especially at modest forms like in-house or departmental seminars which could serve as training ground. Even those caught in stage fright would become used to the concept of facing the audience through such practice.

Respondents were requested to state if they had ever had an opportunity for in-service programme. Twelve respondents (46.1%) accepted they had such opportunity while fourteen (53.9%) said that they had no such opportunity for in-service programmes. This figure is not encouraging as more efforts are required. Attendance at training and retraining institutions play a vital aspect in the performance of librarians on the job (Antwi, 1990). It is important that such opportunities be taken up by librarians. In-service training allows the beneficiary to acquire specialised knowledge and skills during training (usually at University) without losing the job, financial support and rank (seniority).

Factors Affecting Information Generation:

Respondents were requested to state what factors they thought affected or inhibited them from publishing.

TABLE 3 :FACTORS AFFECTING PUBLISHING

FACTORS LISTED	N = 26	No. of Respondents	%
Lack of finance		17	65.39
Lack of library resources (journals)		10	38.46
Lack of encouragement and awareness		9	34.63
Lack of time/workload		8	30.76
Others		9	34.63

Lack of funds is the main reason for non publishing by all concerned. Even governments cry of lack of funds. Almost all endeavours concern money. It is the basis upon which most human activities depend. The only way out is to obtain research grants to augment personal purse. In recent times, the government pays research allowance, and journal allowance in addition to other allowances. All these allowances go to workers except research allowances which go only to those in academics. With such allowances, librarians in Benue State ought to do better.

Lack of library resources especially journal is a very serious reason. Most libraries in the state are poorly stocked. The Benue State Polytechnic at Ugbokodo had lost its collection in 1990 to arsonists and is only starting afresh. The College of Agriculture at Yandev and public library have no single journal on library and information science. The Benue State University and College of Education at Oju and Katsina-Ala have nothing to write home about. The little available at the University of

Agriculture, Makurdi is not enough and very little contact or cooperation exists between that institution and others in the state to warrant use. In all, the libraries in Benue State have too little for effective research.

Lack of encouragement and awareness is cited by respondents as another inhibiting factor to publishing. Encouragement could be in form of reward for publishing or money to carry out such. The allowances collected by librarians is one way of encouragement. Promotion based on publishing is another way of encouragement. Very few library journals exist in Nigeria. Absence of journals makes librarians to drop back into professional decay and with it the care-free attitude to effective contribution to knowledge. Attendance and participation at forums for exchange of ideas like seminars present encouragement and awareness. The availability of journals encourages professional reading culture which younger recruits to the profession emulate.

Lack of time/work load is another reason cited by respondents. Time to work is precious to employers and as such, when taken for research activities, would be at the expense of users. Librarianship is a profession with a service mission and the user stands at the centre. On the whole, librarians in Benue State need to put in more efforts to publish as dealers in information provision.

Respondents were requested in the questionnaire to state whether or not their papers/articles had ever been rejected by journals and to state reasons given for such rejection where such was the case. Five respondents (19.20%) said they had had their papers rejected by journals while twenty-one (80.60%) said they had not had such rejection. The five who had had papers rejected gave reasons as :

1. Third world research/outdated references
2. Could be better for local journals
3. For ammendments and corrections
4. Not research based
5. No reasons stated.

Third world research or outdated references means the sources used by the authors were too old. Several reasons could be responsible for that. The issue of time lag when such a source held sway is there because such ideas and or conditions may have changed. With the change in conditions, it follows that generalizations and recommendations of that time no longer apply at present.

In most cases, topics covered by authors have local appeal only and would therefore not interest international journals. In such circumstances, the manuscript is often returned with the comment that it could be better for local journals.

CONCLUSION AND RECOMMENDATIONS

In this study, we set out to investigate the publishing and research activities of librarians in Benue State. We have established that out of the twenty-six librarians representing the thirty-five librarians from five academic and one public libraries read

twenty library journals. Most of the journals read were local ones though foreign ones were also read. Most librarians neither published articles nor books. Some had presented papers at conferences and so were not passive observers only. Few librarians have had an opportunity for in-service programme but the larger majority are yet to benefit from such. Those librarians that carried out any research were from the academic library because promotion was tied to publishing and research activities of such librarians while those in the public library simply did not bother at all. It is strongly recommended that librarians from each library should form a cooperative subscription system whereby they will jointly subscribe to a number of professional journals to possess current literature in this field. The cooperation should be extended to cover research in various topics of interest.

Serious efforts should be made by parent institutions to sponsor librarians to workshops, conferences, seminars, etc to make them keep abreast of knowledge in their field. The Nigerian Library Association should help by making passionate appeals to parent institutions in this regard.

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EDUCATION AND TRAINING IN LIBRARY AUTOMATION IN AFRICA: IITA'S CONTRIBUTIONS

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ABSTRACT

The paper reviews the contributions of the International Institute of Tropical Agriculture to education and training in library automation in Africa from 1985–1992. The Institute's training programme is described. Finally, the main sources of funding, the problems associated with the programme and future plans are outlined.

INTRODUCTION

Education and training in library automation in Africa are received from higher institutions of learning, and libraries, and at professional fora. In institutions of learning, the subject is usually treated as a course, or as part of a course in library science, information science or computer science programme. However, in these courses, only the fundamentals of the subject are covered.

For example, in a course on "Introduction to Information Science" offered by the University of Ibadan, Department of Library, Archival and Information Studies, an attempt is made to impart theoretical knowledge, and methodological principles to solve specific practical problems (Aiyepoku 1988).

There is a feeling among library educators that such programmes do not produce specialists and that their beneficiaries do not learn enough to enable them engage in intelligent dialogue with experts in information technology and management (Brittain, 1987).

In Africa, library school courses in automation have a limited chance of making adequate contributions towards the development of functional skills and abilities in their graduates. This is because computers and telecommunication facilities necessary for meaningful teaching and learning in the area are either lacking or inadequate. Added to this is the fact that there is little ready market for qualified persons and only few institutions have systems from which practical examples can be drawn. There is also the problem of rapid change in the development and use of information technologies in libraries which quickly renders such courses obsolete (Wilson, 1989).

There is need for a regular update of knowledge and development of new professional competence through attachments to well-developed libraries and attendance of relevant workshops. Computer specialists tend to know little or nothing about the needs of libraries and this has contributed to the failure of automation efforts in African libraries.

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IITA Library has tried to fill this gap. It is in this direction that the International Institute of Tropical Agriculture (IITA) has played a significant role in Africa. Freeman and Clement (1989) identified timing, trainer disposition and location of training as being critical to a successful library-based training in library automation. The IITA therefore, gives due recognition to these factors in planning and implementing its training programme.

IITA's contributions take the form of practical demonstrations, provision of hands-on experience of the various automated processes, presentation of papers at professional conferences and workshops, and running of specialized training programmes for individual librarians, computer students and groups. This paper discusses the programme.

IITA's Mandate and Capability to Provide Education and Training in Library Automation

One of the key objectives of the IITA Library and Documentation Centre is to develop computerized databases and to acquire those developed elsewhere on subjects pertinent to the Institute's research and training functions. Consequently, in July 1984, the Library's card catalogue was converted to an Online Public Access Catalogue (OPAC) to create the information system named Automated Library and Information Services for Tropical Agriculture (ALISTRA). This system is based on an integrated database developed with BASIS software. All records in the database, i.e., catalogue, circulation and acquisition (orders) have been integrated so that they can be searched simultaneously. The system has been described by Lawani et al. (1992).

One of the objectives of the IITA Library is "to help strengthen the capabilities of agricultural libraries and documentation centres in sub-Saharan Africa and enhance the levels of the professional practice of librarianship and documentation through training" (IITA 1989). The case for training is further strengthened by Decree No. 32 of 24th July, 1967 which established IITA. Training of African agricultural professionals at all levels was part of the Institute's original mandate and it remains an important aspect of its mission.

The Library and Documentation Centre of IITA has abundant resources in terms of experienced and high-level specialists, and the relevant equipment required for providing training in library automation. Other facilities include hostel accommodation and good learning environment in the Institute.

Identification of Trainees and their Needs

Training in agricultural library and information management, including library automation, is provided on request from individuals, and from organizations on behalf of their staff. Training requests are handled by the Institute's Training Programme in consultation with the Head of the Library.

Each training programme is individualized and structured to suit the peculiar educational background of the trainee, the needs of his/her organization and the time at his/her disposal. Few people are, however, accepted for training. This is because of our

heavy workload. There must be a mutual agreement between the trainee and the Head of the IITA Library about the duration of training.

Each programme includes formal lectures, discussions, practical demonstrations and exercises as well as participation in the day-to-day activities of the Library.

Goals and Objectives of the Programme

Trainees usually come with their goals and objectives and these are clarified by interviewing them on arrival at the Institute.

However, the general goal is to demonstrate, as vividly as possible, the workings of the IITA automated library system and how the various functions contribute to effective scientific information service.

Specifically, the objectives are as follows :

- 1 To introduce trainees to the basic workings and operations of the computer.
- 2 To give trainees an opportunity to use the computer to store and retrieve library-related information.
- 3 To teach trainees how to prepare worksheets for input.
- 4 To demonstrate the process of indexing for computerized information systems.
- 5 To expose trainees to the various professional tools used in computerized information systems.
- 6 To demonstrate the interrelationship between various information technologies in an on-line environment.
- 7 To demonstrate the principles and methodologies of database development.
- 8 To demonstrate the operation of the various specialized computerized information services such as Selective Dissemination of Information (SDI), On-line Public Access (OPAC) and bibliographic compilation.
- 9 To introduce trainees to the new information technologies that are available in the Library, e.g., CD-ROM technology, Unesco-developed Micro CD/ISIS software, Current Contents on Diskette and microcomputer systems.

After training, trainees should be familiar with basic system operations and capabilities, understand and execute the computer-assisted operations of the Library, especially acquisition (ordering), cataloguing and circulation. They should also be able to formulate and execute search strategies, undertake compilation of computerized bibliographies, make data entries and search CD-ROM databases.

CATEGORIES OF PEOPLE TRAINED

Various categories of trainees come to the IITA Library and Documentation Centre every year (see Table 1 for a breakdown).

TABLE 1 : CATEGORIES OF TRAINEES, 1985 - 1992

Year	Computer Science Students	Library/Information Science Students	Fairly experienced Librarians/Documentalists	Highly experienced Librarians/Lecturers/Information Specialists	Total
1985	-	4	-	-	4
1986	-	5	-	-	5
1987	-	17	2	-	19
1988	-	9	1	-	10
1989	4	7	2	-	13
1990	3	17	2	1	23
1991	2	7	3	4	16
1992	3	8	2	3	16
Total	12	74	12	8	106

Of the 106 trainees that were trained between 1985 and 1992, 95 were from Nigeria while the remaining 11 came from Benin Republic, Ghana, Kenya, Liberia, Togo and Uganda. Among the 95 trainees from Nigeria, 12 were computer science students, 72 were library/information science students while the remaining 11 were professional librarians/information specialists. As for the foreign trainees, 2 were information science students while 9 were professional librarians/information specialists.

TYPES OF TRAINING PROGRAMMES

Our Library and Documentation Centre offers various kinds of training programmes in library automation.

Study Visits are designed for experienced librarians/lecturers and information specialists who already have sound theoretical and practical background in library and information science but who need to broaden their horizon by observing computer-assisted operations in other documentation centres and to establish contact.

In-service training is a form of library attachment for in-experienced and fairly experienced professionals.

Industrial attachments are for students of higher institutions and they usually last about six weeks for library science students and up to one year for computer science students. Young persons who have just graduated have their own training in the form of library attachment through the National Youth Service Corps (NYSC) Scheme.

In general, each trainee is introduced to the various sections of the library and given hands-on experience to acquaint him/her with all library functions that are computer-assisted.

While computer science students learn the rudiments of programming with the aim of becoming better programmers, students of library/information science become familiar with how computers and other new information technologies are manipulated to enhance library operations and services. The highly experienced librarians/lecturers learn how to use and operate the special facilities on the computer.

The course-content for each training programme is designed to meet the stated or identified objectives of each trainee. Consequently, emphasis is placed on special areas dictated by the objectives.

For example, the in-service training can be divided into three main groups, namely:-

- (a) Introduction to an automated library system.
- (b) Introduction to Micro CDS/ISIS software.
- (c) Development and management of an automated library.

Group (a) course is designed for practising librarians who wish to know how an automated library system works. The duration is 2 weeks. Example of the course-content is as follows:-

Technical Services

- Day 1 General Introduction to IITA Library Services and Systems
- 1.1 Journals/Book selection
 - 1.2 Creation of records
 - 1.3 Print-out of orders
- Day 2 Acquisition continued
- 1.4 Correspondence
 - 1.5 Receiving
 - 1.6 Periodical checking of acquisition database to take stock of outstanding orders
 - 1.7 Claiming
- Day 3 Cataloguing and Indexing
- 2.1 Introduction to indexing
 - 2.2 Familiarization with CAB On-Line thesaurus
 - 2.3 Cataloguing and classification
 - 2.4 Data entry

Users' Services

- Day 1 Information Retrieval with the computer
- 1.1 Data fields
 - 1.2 Search logic and syntactics

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- 1.1 Data fields
- 1.2 Search logic and syntactics

- 1.3 Thesaurus in retrieval
- 1.4 Search strategies
 - 1.4.1 Author search
 - 1.4.2 Title search
 - 1.4.3 Subject search
 - 1.4.4 Source search
 - 1.4.5 Publisher and corporate affiliation searches
 - 1.4.6 Miscellaneous aspects
 - 1.4.7 Multi-criteria search strategy
 - 1.4.8 Search iteration

Day 2 Computerized Bibliographic Compilation and Circulation Operation

- 2.1 Special search strategies for bibliographies
- 2.2 Alternative methods of formatting/packaging of bibliographies
- 2.3 Circulation records in integrated library system, including stock control
- 2.4 Overdue notices
- 2.5 Circulation data entry

Days 3 The Use of the Computer in Reference Work and Selective Dissemination of Information (SDI) Service.

- 3.1 Citation verification
- 3.2 Address tracking
- 3.3 Collection of SDI user information
- 3.4 The design and operation of the IITA SDI system

Database Development

Day 1 In-house Database

- 1.1 Introduction to the IITA database development activities.
- 1.2 Introduction to the IITA in-house database, software and hardware
- 1.3 Hardware and software care, fault reporting and trouble shooting
- 1.4 Developing applications on ALISTRA database

Day 2 Other Databases

- 2.1 Introduction to CD-ROM databases
- 2.2 Introduction to a bibliographic database on CD-ROM
- 2.3 Introduction to a full-text database on CD-ROM
- 2.4 Introduction to a statistical database on CD-ROM
- 2.5 Practicals

Day 3 Data Input, etc.

- 3.1 Introduction to mini-micro CDS/ISIS software
- 3.2 Data entry
- 3.3 Searching ALISTRA database

Wrap-up Session

General review of the training by the trainee with Head of Library and Principal Librarians.

Group (b) course is designed for librarians that wish to adopt the UNESCO software, Micro CDS/ISIS for use in their libraries. Evidence of the availability of at least a Micro-computer in the trainee's library is essential. The course is designed for both young librarians and computer experts who are working in the libraries of national agricultural research systems (NARS) like universities and research institutes. The duration of the course is 3 weeks.

Group (c) course is designed for top management staff of NARS libraries who are expected to take decisions on their automation projects. The goal is to intimate our professional colleagues with practical considerations in carrying out a successful automation plan and managing such projects. The duration of the course is 3 - 4 weeks depending on the computer literacy level of such a trainee.

Another important aspect of IITA's contributions to education in library automation is to provide resource persons at professional forums. Between 1983 and 1992, IITA staff made 16 presentations on library automation at 12 conferences and workshops in Nigeria, usually at the request of organisers. The titles of the papers are listed: (Lawani 1983a; Lawani 1983b; Ibekwe 1984; Azubuike and Umoh 1987; Azubuike 1987a; Azubuike 1988b; Lawani et al. 1987; Azubuike 1988c; Azubuike and Ibekwe 1988; Azubuike 1989; Azubuike 1990; Adeniran 1990 and Adeyomoye et al. 1991).

The Library has also conducted several demonstrations for attendees of professional conferences and workshops in information processing and management. Numerous visiting agricultural research administrators have also been acquainted with the workings of a computerized information system to sensitize them to the need for a modern information system in research.

Funding and Costs of Training

Applicants usually obtain financial sponsorship from their employers, governmental and international development agencies, and foundations. In particular, past participants on our training programmes have been financially supported by their employers, the German Foundation for International Development, the Ford Foundation, the International Development Research Centre (IDRC), etc.

Training costs include tuition, food, lodging and laundry services at IITA, medical care, accident insurance, and a monthly stipend for personal expenses. Training can also be held on a daily-attendance basis whereby food and accommodation will not be provided by IITA. International travel and related expenses are additional and are arranged directly by sponsors.

In some exceptional cases, training can be given free-of-charge to librarians as part of IITA's assistance to national agricultural research systems in Africa. Students on industrial attachment and those for practicals are trained free-of-charge.

Problems

The problems encountered vary from person to person. The most common problems are as follows:

- (a) Lack of adequate working space in the IITA library
- (b) Lack of typing skills by trainees. This slows down their performance and ability to search the on-line database.
- (c) Inability to adjust quickly to local environment, culture and diet.
- (d) Some students find it difficult to cope with the workload involved in the training.
- (e) Inability of trainees to practicalize what they have learnt when they return to their respective libraries due to lack of computer facilities.

Post-Training Evaluation

On the last day of training, each trainee has discussions with the Head of the Library and Sectional Leaders. During these discussions, effort is made to assess the usefulness of the training, to clarify any points or issues that need special attention, to identify any problems and to suggest solutions to them.

Most trainees use discussion sessions to praise the IITA training programme instead of making criticism. It is encouraging, however, that some do point out the areas where the programme can be improved. In most cases, trainees write back to the Library staff when they return to their jobs or studies. Through such letters, they express their feelings and comments about the training. Some trainees include formal requests for donation of books not required by the Library, duplicates of journals and inclusion in the central mailing list for IITA publications. There was an unusual case of a computer science student who absconded but later wrote back to explain that IITA rules, working hours, and schedule of duties were too stringent for him.

FUTURE PLANS

To solve the problem of working space, the library building is expanding in phases. Phase I was done in 1991 and Phase II is planned for a future date.

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Y. A. ADEDIGBA

SHORT COMMUNICATIONS

INFORMATION FOR GUIDANCE AND COUNSELLING IN BOTSWANA SCHOOLS

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ABSTRACT

Information service is a vital component of guidance programme in schools. It provides students not only with basic knowledge about themselves but also knowledge in the areas of education, occupation and personal-social issues and decision making. Information is also vital during the counselling interview as the individual is assisted to understand himself/herself better. Formal guidance programme is being co-ordinated in Botswana Schools by the Guidance and Counselling Unit in the Department of Curriculum Development and Evaluation in the Ministry of Education. The Unit serves as the source of information in guidance and counselling for schools in Botswana and provides material in guidance and counselling. The University of Botswana also provides training in Counsellor Education for practitioners who offer guidance services in schools.

INTRODUCTION

In any educational setting, information is significant if students are to be aware of training opportunities and requirements at various levels of education. Students need to be aware of subjects or courses required at various levels and the various requirements for entry into institutions. Students who are about to graduate and are ready to enter the labour market need information about jobs available to them and methods of entry into different occupations. While also in school, the student would need information that could lead to the understanding of self and various aspects of one's development as well as the understanding of others.

Development of Guidance and Counselling in Botswana

Some events seem to have shaped the development of formal guidance in Botswana. Guidance services were provided to secondary school leavers since 1963 but the services were predominantly career information. The need for career guidance, the need to achieve the national policy on localisation and need to provide services to pupils to enable them adjust to varying conditions of living seem to form the rationale for the formal introduction of guidance services in Botswana in 1963.

The Career Guidance Workshop held in Gaborone in 1963 was one of the significant events in the development of guidance and counselling programme in the country. At the end of the workshop, career masters were selected in each secondary school in the country, to provide career education to pupils. In 1985, a seminar on Policy Direction in Guidance and Counselling in Education was held in Molepolole. The seminar drew participants from the Ministry of Education, University of Botswana, Teachers Union, Headmaster's Association Tirelo Sechaba, Ministry of Local Government and Lands and teacher training institutions.

The seminar among other things addressed the critical importance of counselling in Botswana. Some of the recommendations at the seminar were that:

- (1) Guidance services be provided to all students in primary and secondary schools.
- (2) A unit be established within the Curriculum Development and Evaluation, to initiate, develop and co-ordinate guidance activities in the entire education system.

Subsequent to this seminar, a consultancy report was submitted by Navin (1985) on the status of guidance and counselling as well as counselling needs in the country. A guidance programme for the country was also suggested. The creation of a Guidance and Counselling Unit within the Department of Curriculum Development and Evaluation in 1987 was another significant event in the development of guidance and counselling in Botswana. The Unit among other things started to monitor the delivery of guidance services at the primary and secondary school levels in the country while it also designed guidelines and instructional materials for the school guidance programme.

The Role of Information and Its Impact on Guidance and Counselling in Botswana

Through the Guidance and Counselling Unit, information on guidance and counselling is disseminated to schools within the country. The Unit for instance provides information on training and employment opportunities for distribution to schools and out of school youth. The Guidance and Counselling Unit also began to collect, compile, classify, produce and disseminate guidance and counselling related materials to schools. The Unit upon inception, designed forms for data collection from labour market. These forms were later sent to industries. Officers from the Guidance and Counselling Unit later collated the data which were later re-organized, classified and compiled to suit groups of student population in Botswana. The information thus collected which address issues of personal and human development which influence career development, decision making, employability skills and career choice, is sent to schools in Botswana.

The Guidance and Counselling Unit thus serves as a source of information to guidance teachers in schools on matters related to guidance. The Guidance and Counselling Unit is also involved in the production of Career Manuals for Botswana Schools. The first volume of Career Manual for Botswana Schools was produced by the Guidance Unit in 1993 and this manual has been prepared primarily for secondary school students. The manual provided a wide range of occupations covering the nature, general description, preparation and benefits. For each career identified in the

manual, the following information are provided-specific duties, hours of work, conditions and preparation, entry requirements, prospects and projections about the job, possible institution of training and where the individual could work in Botswana.

The information on guidance and counselling available to students in schools is expected to lead to positive impact. The Ministry of Education (1990) through the services rendered by the Guidance and Counselling Unit envisaged that by the end of the nine years basic education course and/or senior secondary education programme, the student/pupil should have gained insight in the area of personal guidance, social guidance and vocational career guidance. Specifically, students through personal guidance are expected to gain knowledge about themselves, their value, needs, abilities and aptitudes. They are also expected to acquire good social relationships and communication skills through social guidance. Educational guidance will provide students/pupils with educational awareness, acquisition of work skills and the importance of education is expected to increase career education, career awareness, decision making skills, employability awareness and career information service.

PROBLEMS AND PROSPECTS OF INFORMATION IN GUIDANCE AND COUNSELLING IN BOTSWANA

Formal guidance is relatively new in Botswana schools while most of the activities to co-ordinate information on guidance and counselling emanate from the Guidance and Counselling Unit in Department of Curriculum Development and Evaluation of the Ministry of Education. The extent of information supplied by the Unit is also limited by the number of specialists in Guidance and Counselling in the Unit. It is noteworthy however that more specialists in Guidance and Counselling are being encouraged to proceed for training in Guidance and Counselling. The provision of trained counsellors in each Junior Secondary and Senior Secondary School is yet to be achieved. These specialities are required to provide necessary information service, a vital aspect of guidance services in schools. With the availability of training and/or inservice facilities in the area of counselling in the country for interested personnel, information service and other guidance services could become more available to students/pupils who would be the beneficiaries.

Further development of the Guidance and Counselling Unit within the Department of Curriculum Development and Evaluation, where the professional staff in the Unit are expected to increase from 5 to about 10-14 as envisaged during the National Development plan (NDP) VII period is also a prospect for information service in terms of manpower. The increased personnel in the Guidance and Counselling Unit in addition to specialists trained in guidance and counselling would provide more services in the educational system.

EDUCATION AND TRAINING FOR INFORMATION IN GUIDANCE COUNSELLING IN BOTSWANA

The Ministry of Education currently serves as the source of information in guidance and counselling to various Schools in Botswana. The Guidance and Counselling Unit in a bid to foster training in information services could be the facilitator of workshops, seminars and symposia for school teachers in the country. With the establishment of a Counselling Centre at the University of Botswana in 1992, staff in the Centre have embarked on the dissemination of information of guidance and counselling in addition to the provision of other guidance services such as appraisal, counselling, planning, placement and follow-up services. The Centre also serves as practicum site for interns in training in guidance and counselling.

The introduction of a Post Graduate Diploma in Counsellor Education programme at the University of Botswana in 1994 was a significant step in the training of professionals in counselling who could function in school, community and religious settings. The programme was also established to provide training for guidance practitioners to meet the envisaged expansion of guidance and counselling services in the educational system of the country. During the course of National Development Plan (NDP) V11. Provision of guidance and counselling services is also envisaged for the senior secondary schools while it is intended in the country to have a designated post of Careers Teachers in each Community Junior Secondary School by the end of 1979, when there might be well over 200 Community Junior Secondary Schools, which is the target figure set for (NDP) V1. Given the expansion that has characterized the Primary Education System during (NDP) V and (NDP) VI it is also envisaged that there would be approximately 600 primary schools by 1997. It is also intended to have a designated "Teacher/Counsellor" in each primary school in the country. In addition to the Post Graduate Diploma in Counsellor Education (PGDCE) training at the University of Botswana, some orientation to guidance and counselling is also provided to other students in the University. Such orientation is provided to pre-service training programmes such as the Post Graduate Diploma in Education (PGDE) at the University of Botswana and the Diploma in Secondary Education (DSE) programme at the Molepolole College of Education.

Guidance and Counselling is also a compulsory one semester course in the University of Botswana's B.Ed. Primary Education and the Diploma (Primary Education) programmes.

It becomes apparent that there are efforts to provide teachers with some exposure to guidance and counselling in general, while the Post Graduate Diploma in Counsellor Education programme currently in place and other higher level Counsellor Education programmes envisaged in future at the University of Botswana would provide specialists who could render information and other guidance services to students in schools.

CONCLUSIONS AND RECOMMENDATION

Information is central to guidance and counselling as a way of providing direction for the individual within the school system. Students also need clarifications on a number of issues related to educational, occupational and personal-social situations. Students

will have to make decisions which sometimes could be difficult if they lack sufficient information. The introduction of formal guidance and counselling in Botswana schools is a healthy development in the provision of services to aid adjustment in schools. The establishment of the Guidance and Counselling Unit in the Department of Curriculum Development and Evaluation in the Ministry of Education, the establishment of a Counselling Centre and the Post Graduate Diploma in Counsellor Education at the University of Botswana are significant developments in the training of specialists and provision of guidance and counselling services in the country. To sustain training and enhance guidance and counselling services in the country, the following are recommended :

1. Officials of the Guidance and Counselling Unit in the Department of Curriculum Development and Evaluation should meet regularly with the Careers Teachers or other providers of guidance services in schools to assist those staff who need help in the use of information materials which emanate from the unit.
2. Guidance counsellors should work closely with other information professionals such as librarians and information scientists. These information professionals will be expected to acquire, select and process relevant information for guidance and counselling which in turn will be made available to the counsellor.
3. The Botswana National Library Service in conjunction with the Guidance and Counselling Unit in the Department of Curriculum Development and Evaluation and relevant departments of the University of Botswana should organise regular seminars, workshops and conferences on the importance of information in counselling.
4. There is need for training of counsellors at other levels such as masters degree and doctorate degree levels. Such programmes should have substantial information component. This will necessarily raise the level of competence of specialists in the area of guidance and counselling.

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BOOK REVIEW

Disaster control planning for Libraries, Archives and Electronic Data Processing centres in Africa, by Bunmi Alegbeleye. Ibadan: Option Book and Information services, 1993 107p. Although a number of books have been written on the subject of disaster control planning, this book is a significant first on this subject as it specifically focuses on Africa. It is a most welcome publication for librarians, archivists and other information specialists in Africa who are daily faced with potential disaster both externally induced or inherent in the information carriers of today.

The book is arranged into 8 chapters and is written in simple language, easy to follow and understand. Chapter 8 is a mere summary of sources for further reading and should not have been termed a chapter but a bibliography at the end of the book. I found chapter 5 very useful indeed because it deals with the newer media which other earlier publications have not dealt with in any depth with regard to disaster planning and preparedness. In future, disaster planning and preparedness must take into account all information media which Dr. Alegbeleye has commendably done.

The author has dealt exhaustively with what Clare England and Karen Evans call the "acute and traumatic disasters" like fire, floods, vandalism, earthquakes and so on but he appears to omit or is rather silent on the quiet insidious disaster of deteriorating collections due to humidity, high temperatures, dust, mould, the effects on books of acid and poor storage conditions. These pose as serious a disaster as fire, floods or earthquakes etc, if steps are not taken to arrest the trend towards deterioration. African libraries and other information centres face a serious threat both from the traumatic disasters and from the quiet insidious ones. I would have liked to see more discussion and preparation for this latter disaster especially from the African context. The effects of climate and environment are more likely to take a toll in Africa than in other parts of the world. This first book on Disaster Planning in Africa ought to have dwelt equally if not more on these quiet disasters and how to prepare for and react to them.

Geographical coverage we are told in this title is Africa but a closer perusal through the publication appears to belie the title of the book. The book has a strong bias towards Nigeria and a few other African countries. Most examples given on major disasters are from Nigeria, Kenya and one or two others. I think more research should have been done in other African countries to give the book a truly African Perspective.

The book is however a very useful contribution towards the subject of disaster planning.

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Survival Under Adverse Conditions: Proceedings of the African Library Science Journals Workshop, Bayero University, Kano, Nigeria, 29-30 January 1992. Edited by Michael Wise, under the auspices of the IFLA Round Table of Editors of Library Journals. 1994, The Hague, IFLA Headquarters, (IFLA Professional Reports: 38), 136p, NLG 22, ISBN 90-70916-48-7, ISSN 0168-1931.

In the brief introduction, Michael Wise said that the precarious existence of many African journals is the "reason for the IFLA funded investigation that led to the holding of this workshop". The publication is dedicated to Bartholomew Udemmadu Nwafor (1939-1991) who was active to the end in planning this and other projects to advance our profession.

In the words of the editor, "Nigeria as the country that produces the largest number of library science journals in the region, naturally supplied the majority of participants." The only other contribution was from Kenya.

The contents of the publication are: Michael Wise, Introduction; Professor M.S. Zahradeen, Opening address; Michael Wise, Report on the IFLA/RTEL survey of library association and other professional journals in Sub-Saharan Africa; Sam E. Ifidon, Overview of the state of Nigerian journal publishing; Briggs C. Nzotta, Journal publishing in Nigeria: an editor's view; E.B. Bankole, Organisation of journal publishing: a publisher's viewpoint; L.O. Aina, The prospects for reducing the high mortality rate of African library science journals; A.O. Banjo, Measures at rehabilitating a library journal: the example of Nigerian libraries, 1984-88; Anthony Olden, What gets published overseas on Africa: articles in library journals compared and contrasted with academic books that win awards; M.A. Sadiq, Nigerian Periodicals Index: the struggle for survival; Symphrose Ouma, Publishing library science journals: the case of Maktaba and other Kenya Library Association publications; Working Group Reports; List of participants; Abbreviations; Appendix A: Paper by L.O. Aina reproduced from *International Library Review*, 23, 1991 pp. 365-80; Appendix B: Paper by Anthony Olden and Spencer S. March, reproduced from *International Journal of Information & Library Research*, 2 (3) 1990 pp. 177-93.

With the exception of Michael Wise, Anthony Olden, and M.A. Sadiq the contributors were once responsible for, or are still responsible for, editing/publishing library science journals. The contributions were thus from practical points of view. The paper by Olden and the appendices contribute little, if at all, to the publication.

In his opening address, professor Zahradeen, Vice Chancellor of Bayero University, mentions the need to maintain local publications since much of what is said is appropriate for the journals and reiterates the need for consistently good standard of writing and physical reproduction. The findings of the workshop, he said, would have relevance to journal publishing in other disciplines.

In the Report on the IFLA/RTEL survey of ..., Wise inferred that 43% of publications shown to be active in the countries surveyed are Nigeria based. South African was not included in the survey, as it was felt that support for journals there appeared to the outside observer to be fairly adequate.

Wise's report as well as the papers by Ifidon, Nzotta, Bankole, Aina and Sadiq collectively give insight into the genesis of African library science journals, and the problems of the journals. The multitude of problems indentified include,

- * poor editorial management
- * editorial boards are mere window dressing
- * poor financial base
- * lack of good articles
- * poor physical quality
- * unstable addresses of editors
- * poor distribution arrangements
- * short-sighted and short term goals of the founders
- * high cost of production
- * low subscriptions
- * inadequate promotional strategies
- * poor reading habits of librarians
- * non-coverage by abstracting and indexing services

The Working Group categorised these factors into; 1. Editorial function; 2. production; 3. Management of distribution; 4. Funding. The corollary is that any journal that can remedy the above problems should be sustainable. However, the crucial question is, would journals that are largely local/national in scope and with few readership really survive? Also, as in any business, what niche are the journals trying to fill? It is quite true, unfortunately, that members of professional associations always demand something tangible for the membership fees they pay and professional organizations see presentation of journal as the obvious visible entity. Even if all the journals are able to put all the recommendations of the Working Group into practice the reality is that the journals cannot all be accommodated in the limited available market.

Bankole stated a fact which was not addressed by the workshop, the fact that there are too many journals on library science, especially in Nigeria. While many have succumbed to the rule of demand and supply, it is not unlikely that others might be floated in the near future.

The euphoria generated by the independence of most African countries and which led to the breaking up of regional economic and socio-political organisations is giving way to new politico-socio-economic realignments along regional lines. This line of action was not explored at the workshop. Increasingly, successful journals would only be those that cut across local, national and regional boundaries. Journals that are local in scope, without a large subscription or readership base and that established them will die natural deaths.

The discussions of this workshop though focussed on journals in library and information science are pertinent to journals in all disciplines. Typographical errors are very few, but the first 34 pages of the book were completely detached from the book before I finished going through it owing to the poor binding. The book is essential for anybody or organization contemplating embarking on the arduous path of journal publishing, not just in Africa but in any part of the world.

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PERSONALITY INTERVIEW WITH PROFESSOR MAURICE CHIMFWEMBE LUNDU, UNIVERSITY LIBRARIAN, COPPERBELT UNIVERSITY, ZAMBIA



PROF. MAURICE C. LUNDU

Prof. Lundu was born in Zambia in 1944. He attended the University of Zambia, where he obtained B.A. Sociology in 1969. He went to Case Western Reserve University, Cleveland, Ohio, USA for his master of science degree in library studies which he obtained in 1972. He proceeded to the University of Sheffield in England and was awarded a doctoral degree in 1982. Prof. Lundu started his career in librarianship when he was appointed as a staff development fellow at the University of Zambia Library. After qualifying as a librarian in 1972 he was appointed as Assistant Librarian in charge of Readers' Services between 1974 and 1976. He was appointed the acting University Librarian, from 1976 until 1978. In 1982, he was appointed the Campus Librarian of the University of Zambia at Ndola, and became the University Librarian of the Copperbelt University Kitwe in 1988.

Prof. Lundu is a pillar of librarianship in Southern Africa and certainly a leading figure in Africa. He is very prominent in the Standing Conference of Eastern, Central and Southern African Librarians (SCECSAL). He was the Regional Vice President of Commonwealth Library Association and member of Council, a corresponding member of FID/ET Newsletter for the Central and Southern African countries. He is also a member of the American Society for Information Science. He is one of the brains behind INFO Africa Nova which is a leading information consultancy in South Africa.

Professor Lundu's greatest strength lies in research. He has several publications to his credit, most of which are thought provoking. It is therefore not surprising that he was appointed professor by the Senate of Copperbelt University in 1994 in recognition of his academic, scholarly, and professional achievement since he started working in universities in Zambia. Prof. Lundu has served as an external examiner to some universities in South Africa. It is with great pleasure that Prof. Lundu has agreed to share with our readers his views on librarianship in Southern Africa, particularly Zambia.

PERSONALITY INTERVIEW

Zambia was in the forefront of librarianship in Africa in the 60's and 70's but today things are different. What is really happening in Zambia?

I obviously agree with you that Zambia was indeed in the forefront in librarianship in Africa in the 60's and 70's. During the 60's, Zambia's librarianship was inspired by the three former British colonies of East Africa: Kenya, Tanzania and Uganda. For example, in the absence of a school of Library Science within her borders, Zambia used to send her nationals for library education and training at Makerere University. And even the first University of Zambia Librarian (1965) came from Makerere University. The second head of Library Studies Department at UNZA came to Zambia in 1968 also from Makerere University. With this background, it was no small wonder that immediately after our independence in 1964, Zambia looked to East Africa for professional links and guidance.

Even when I joined the University of Zambia Library as its first home trained future Librarian, the first trip I made outside Zambia was attendance at the East African Library Association biennial conference in Kampala, Uganda, in 1970. During this conference, I established professional contacts with both the peers (e.g. John Ndegwa of Nairobi University, Tucker Lwanga at Makerere, the first generation of indigenous university librarians in this region) and new entrants into the profession. These contacts continued to grow stronger in the 70's and so did the influence of Zambian librarianship on this region and countries outside the region. Then came the most momentous event in the growth of Zambia as a pioneering country in librarianship in Africa. This was the birth of the now quite influential regional professional organisation known as the Standing Conference of Eastern, Central and Southern African (SCECSAL, in short) in Dar es Salaam in 1974. As can be seen, the Zambia Library Association, established in 1969 as a successor to the Central African Library Association, dissolved immediately after the dissolution of the Federation of Rhodesia and Nyasaland at the end of 1963, played a prominent role in the birth of SCECSAL. Zambia played host to SCECSAL II in 1976, two years after its formation.

With this kind of background, one can easily understand why Zambia was such a powerhouse in the area of librarianship in this part of the continent in the 60's and 70's. Unfortunately, these good fortunes have not been the same since the early 80's. A number of factors have contributed to this decline. Firstly, there was a lack of continuity in terms of professional leadership. Most of the colleagues who trained as librarians at Makerere University left the profession for other professions providing highly rated status and acceptable monetary rewards. Furthermore, the expatriate librarians had, by mid-seventies, decided to leave Zambia. The void left by both expatriates and trained and experienced Zambian librarians has been quite difficult to fill even up to now. The few Zambians educated at UNZA never remained in the profession either. They either joined the government, parastatals or left the country altogether for greener pastures. This means that the profession lacks committed and visionary leadership. I have personally been trying to provide such type of leadership, but without determined followers, there is no way my efforts would bear fruit.

Secondly, the Zambia Library Association that started with so much promise in 1967 has completely faded away. I am sure, lack of professional leadership has contributed to this unfortunate situation. Looking back, although the Association endeavoured to fulfill the objectives stated in its constitution, it has failed to make any impact on a society not very sympathetic to the library cause. For example, the association has had very little success on improving salaries and conditions of service for librarians working in the public sector of the community, e.g. local government public librarians, Zambia Library Service librarians and school librarians. This has been a very difficult task for the association to achieve mainly due to factors very much influenced by the way society traditionally views the role of libraries. Their value as information processors and communication facilitators has never been properly perceived by the community. In addition, the lack of appropriate professional leadership has hampered the articulate development of library systems as partners in national development. A profession without a vision is doomed to die a natural death. I am afraid this is what has happened to the Zambia Library Association, and with it, the whole profession of librarianship in Zambia.

Why is it that Zambia is the only country in Southern Africa Without a National Library Board?

This is an issue that has occupied the profession of librarianship in Zambia since independence. The information profession pioneers in Zambia began to consider the question of national library board in 1965, shortly after learning about the existence of such a board in Ghana and Tanzania.

Perhaps, due to the absence of a forceful group of indigenous librarians, there was always a suspicion among policy makers that the creation of such a board would involve political powerplay in a country concerned with the consolidation of political power. The other point to take note of in this matter was of course the historical evolution of libraries in Zambia.

As I have already observed in many of my contributions to library literature with special reference to the Zambian situation, the establishment of public libraries in my country was conditioned by the British colonial policy and administration. This policy was to establish public libraries in those areas inhabited by white communities. This was understandable since libraries were meant to promote British culture in an environment with alien traditions, beliefs and culture. As it happened, the white communities were found in areas along the line of rail that connected Northern Rhodesia (now Zambia) to Southern Rhodesia (now Zimbabwe) and then South Africa. These places extended from Livingstone at the Southern end of the railway line, Lusaka, Kabwe, Ndola and the entire Copperbelt mining complex at the northern end. These were and have continued to be the hub of Zambia's urban environment with a good concentration of educated Zambians and white settlers. It is in these urban areas that the first public libraries started to spring up; and their development has followed this pattern ever since. These libraries are run by city, municipal and town councils very much independent of those public and school libraries run by the national public library service known as the Zambia Library Service. We find in Zambia, therefore, two public

library systems, a situation that compels one to describe the library activity on the basis of the authorities responsible. Since there is no single authority responsible for the development of library institutions, it is no small wonder that all efforts to establish a national library board have come to nought. Even the national information policy efforts have met with unmitigated resistance not only from policy-makers but also from librarians themselves. Who wants to give up his/her responsibility and power in an environment where the sense of service and sharing is regarded as an impediment to recognition and promotion? I suppose we have to accept the way things are and should not worry about the establishment of a national library board in Zambia anymore.

You are one of the advocates of a national library and information policy, why do you think this will solve most of the library and information related problems in Africa?

Yes, indeed, I am an advocate of a national information policy because my view is that a library is just one of the institutions responsible for organising information. And I must say that I am proud, although my efforts to have a national information policy promulgated in my own country have not been successful so far.

The question of why I think this will solve most of the library and information problems in Africa is extremely loaded. Without acceptable evidence based on objective research, I find it hard to imagine just what a national information policy would do to promote the development of information and library services on the continent of Africa. However, allow me to indulge in guesswork.

Firstly, I am a firm believer in the art or science of planning. The science of planning determines our approach to issues and dictates how we should face the future. My experience with the development of library services in Zambia and, I am sure in the rest of Africa, is that these services came about not as a result of deliberate planning but as an imposition from somewhere and a response to some problems not clearly identified by government functionaries and the professionals themselves. I believe that where planning is clearly articulated, policy-making will play a crucial role. Planning will inevitably be done in a crude way if it is not guided by a national or institutional policy. With policy articulation, parameters are set within which planning should be considered a true reflection of what is required to be done - by whom, for whom and with what means. That is what strategic planning is all about. Policy statements are guidelines towards achieving set objectives and goals. A national information policy is likely to be taken more seriously by planners and practitioners alike especially if formulated at the governmental level.

Secondly, within the ambit of a national information policy, there is likely to be challenges that the information profession should respond to. The profession will be required to identify problems, and define responses that may meet the needs of society that formulates such a policy. One hopes that a national information policy would promote the sharing of information resources, coordination of services and most importantly the equitable allocation of funds to library and information services at both national and institutional levels. This has become difficult to do because information

resources have not been given appropriate recognition of the role information plays in national development. What a national information policy would probably do to contribute to this scenario is to provide grounds upon which this due recognition of information and library services would be based. But is the information profession itself ready to recognise its own importance and contribution to this process? I doubt it, I believe a lot needs to be done to change our view of ourselves in our attempt to compete with the well established professions on the continent of Africa.

INFO Africa NOVA has played a significant role in bringing librarians in Southern Africa and indeed beyond together. As one of the organisers, what is your reaction to the complaints of librarians that the registration fees charged at the annual conference are too high and that the proceedings are never edited?

I certainly support your observation that Info Africa Nova has played a significant role in bringing librarians in Southern Africa and beyond together. Indeed, I have been involved with Info Africa Nova conferences ever since they began in 1992. In fact, I gave the key-note address at its first conference. Whatever impression I created then, Mrs. Trudie Coetzer, the founder of Info Africa Nova in Pretoria, decided to call upon me to help her in promoting the objectives of Info Africa Nova. My response was quick and decisive because I shared in the ideals that Info Africa Nova stood for then and continues to do even though the South African political situation has changed for the better. I am proud to confess that without my involvement with Info Africa Nova, I probably would not have set my feet into South Africa before the "new South Africa" was born in April 1994. I am one person who was terribly appalled by the policy of apartheid and racial discrimination condemned by the rest of the world for such a long time. It is my view that Info Africa Nova has contributed, though in a small way, to the opening up of South Africa to library and other information professionals from this region and outside. For the last two years or so, I have discovered that there was a lot to learn from our colleagues in that Republic isolated from the rest of Africa shortly after the second world war. It is in this context that I urge my fellow librarians to continue to support the Info Africa Nova conferences and other professional activities in order to enhance its contribution to the promotion of library and information services within and outside this region.

Coming specifically to the complaints voiced by librarians who have attended the annual conferences organised by Info Africa Nova, I obviously agree with such complaints. I accept the point that the registration fees charged at annual conferences are certainly on the high side. As a person who has attended conferences all over the world, these complaints are genuine. However, these fees must be seen in relative terms. Let me explain what I mean by this.

Info Africa Nova is a non-governmental organisation that is privately run by an individual committed to the improvement of information services and highlighting the contributions libraries and librarians make towards national development endeavours in this part of Africa. This is a self-financed and self-promoted private and small concern whose major objective is to cajole indigenous African librarians to look at information issues from the African point of view. In this context, it is the view of

Info Africa Nova to try to bring together all types of librarians on the African continent to come and share problems that are typically African in origin and content. Because Info Africa Nova does not operate along the same lines as SCECSAL, SAILIS, IFLA, ALASA, FID, etc, activities organised by Info Africa Nova are not sponsored by any organisation or professional body. Planning, preparations and organisation of these activities are undertaken with the support of funds realised from the registration fees paid by participants. In addition, there is no membership fee charged to individuals. Even I, as the overall chairman of these conferences, have to source funds for my participation from somewhere else. In the last two years, I am happy to say, Info Africa Nova has managed to get financial assistance from EBSCO to enable me participate in the annual conferences.

But this is not perhaps a convincing reason for the supposedly high registration fees charged by Info Africa Nova. Nevertheless, if one takes into consideration the fact that refreshments, launch and other things issued at the conference are paid for on behalf of participants by Info Africa Nova, it is clear that there is need to reconsider these complaints by those librarians committed to sharing ideals with colleagues, to make new friends and create new impressions with young and up-coming information professionals. Indeed, as one of the organisers of these very successful conferences, my intention is to take up these complaints with my colleagues and see how we can deal with them so as to attract more participants.

Once again, the complaint about the conference proceedings never being edited is unfortunately genuine. I offer no apology for this because one of the objectives of these annual conferences is most certainly the dissemination of ideas and information presented at these conferences to a wider audience. If proceedings are never edited, then Info Africa Nova has failed those of us who have paid so much to acquire these documents. As one of the organisers, I plead guilty. However, in mitigation, I can only say that because of shortage of funds, it has been impossible to acquire the services of experienced editors to go through all the papers in order to present properly organised and edited documents. There is need to support this venture by considering the financial implications of how to efficiently handle the editing of these proceedings. As one of the organisers of Info Africa Nova conferences, I promise to endeavour to improve on this matter.

Do you agree that subject specialization approach is the best organisational structure for university libraries in Africa,

When I joined the University of Zambia Library in 1970 as a Staff Development Fellow I thought subject specialization approach was the best organisational structure for university libraries in Africa. I probably still think it is the ideal approach. But the realities of the situation has turned me into a pragmatist in as far as this area is concerned.

Although UNZA tried to do this in the days of the first expatriate university librarian, subject specialization has collapsed. I do not think it is being practised anywhere on the African continent. The problem is simply that of lack of trained manpower. If you cannot retain an individual trained as a librarian or information scientist, how do you expect to retain one trained as a chemist, computer scientist,

sociologist, historian, mathematician, etc., when such a person can find better prospects in a desirable job outside the university library?

With this kind of experience, my position is to first and foremost train a librarian and then turn that person into a subject specialist. Contacts between the librarian and users coupled with the librarian's understanding of the process of knowledge production and dissemination in any subject is likely to turn a librarian into a subject specialist. University libraries in Africa must endeavour to acquire the services of anyone committed to the service of society as a librarian. To me commitment and vision are the twin pillars that will turn an ordinary librarian into a subject specialist and not the other way round. We must make use of what we have got and not be concerned with the ideal world which we will not attain. That is what pragmatic approach to issues is all about.

The Zambian library school is one of the oldest library schools in Africa and yet the school is beset with all kinds of problems such as staff shortage, inadequate facilities etc. Given your prominent standing in the profession, what are you doing to attract substantial funding for the school?

This question brings sad memories to me. Being the first person to graduate from the University of Zambia with a double major in Sociology and Librarianship, I find it hard to accept what has happened to the Department of Library Studies at UNZA. The Department appears to have totally disintegrated because as you quite appropriately observe the Department is beset with all kinds of problems such as staff shortage, inadequate facilities, funding and of course lack of vision and academic leadership. Almost everyone who had headed that Department has left for greener pastures. The Department is indeed an orphan and as such cannot compete with any institution in this region. I blame everyone in Zambia (including myself) for appearing to neglect our alma mater.

Unfortunately, I am not doing anything to attract substantial funding for the department because the department itself is not doing anything to show concern at what is happening. For instance, ever since I became a university librarian, there has been no approach by anyone in the department to seek my advice. Although I have offered to give lectures or talks to the students, the department has never responded. Who am I to force my views and advice on a department that does not know where it is going and how to respond to the current and future needs of the Zambian society? I have no reason to interfere in the operations of the department.

Let me tell you, I worked very hard to bring Dr. Andrew Kaniki back from the U.S.A. so that he could guide the department. Dr. Kaniki stayed there for less than two years and left for South Africa. Dr. Christopher Kangulu has recently returned from Sheffield. He too does not want to remain at UNZA. Experienced lecturers come and go. There is no continuity in leadership. What am I going to use as positive evidence to attract funding from would-be donors? That is my major worry. And now that I have become a prominent figure in the profession, I am more than determined to see that the Copperbelt University Library become a shining example of how an academic library should be organised and run in response to the informa-

tional needs of its clientele. Just wait and see what happens in the next few years (see article by Mr. Charles Lungu on what the Copperbelt University Library is trying to do in this regard).

How can the image of the information profession in Africa be improved?

The issue relating to the image of the information profession in Africa and I believe anywhere in the world has tasked my mind ever since I became a librarian. I have asked myself so many questions on it. Answers appear to trickle in slowly the longer I stay in the profession. To give you a straight forward answer, I suggest that readers of this personality profile refer to my forthcoming book entitled *The Library in the Service of Society: Philosophical Foundation*, due to be published in Pretoria by Info Africa Nova discussed in question 4. It is due to come out in early 1995 and will cost about \$57.00. For this purpose, I am enclosing a synopsis of the book for inclusion at the end of this interview.

In this book, I go to great length to explain or discuss what a library in society should concern itself with — not with books but what is contained in the books — the information. My opinion is that positive exploitation of information as a resource of value for the benefit of society is more likely to improve the image of the information profession in Africa than the ever-lasting attendance at conferences, seminars and workshops at which policy-makers, users, administrators and academics are always castigated for not supporting library services on the continent. To me, this is the crux of the matter. How does one prove that what one is doing is more important and hence needs special recognition than what the other is doing?

I have sadly noticed that librarians on the African continent over-value their services. To them, what matters more is their educational attainment rather than what they do with such qualifications. Let us get out of this self-esteem/complex and work for the recognition and esteem bestowed on us by those we serve as librarians.

In this connection, I suggest the Schools of Library and Information Science must begin their re-orientation. Then must come academic librarians who should emphasize their academic status by what they do in the area of publishing, teaching, research and above all, the exploitation of information for the benefit of the university community. You will find that what I am talking about is what is happening at the Copperbelt University. It is in this regard that I have just recently been conferred with the title of "Associate Professor" by the Copperbelt University Council in recognition of my academic achievements. This recognition has inevitably improved (or enhanced) the image of the information profession at the Copperbelt University and I hope in Zambia. I entreat all my colleagues in the profession to stand up and be counted much in the same way that the gender issue is changing the image of women in society.

This is a matter I can write volumes about. I am sure this is not the intention of this personality interview. Suffice to repeat that the answers to this question are ably provided in my book mentioned above and in my many contributions to the literature on library and information science.

Thank you for affording me this opportunity to answer your questions. I hope I have done justice to the issues raised.

NEW PUBLICATIONS

Directory of Agricultural Bibliographic Information Sources. Compiled by S. Keenan and P. J. Wortley. Wageningen (Netherlands): CTA, 1984, 142p.

The directory provides a list of various bibliographic tools such as abstracts, indexes, accession lists, catalogues, bibliographies guides on various aspects of agriculture covering African, Caribbean and Pacific countries.

The subjects covered are general agriculture, animal production, plant production, aquatic science and fisheries, forestry, natural resources, environment and energy, plant protection and post-harvest storage, food sciences, economics, development and rural sociology.

Two hundred and fourteen bibliographic sources are listed in the book and twenty additional sources appear in the appendix. There are author, title, subject and geographical indexes.

For further information contact: Director, CTA, Postbus 380, 6700 Wageningen, The Netherlands.

The State of Penetration of CD-ROM in Developing Countries and East European Countries. Montreal, 1994.

The results of a study conducted for Unesco on *The state of penetration of CD-ROM in developing countries and East European countries* are now available. The study was financially supported by Unesco, the Agence de coopération culturelle et technique (ACCT, Paris), the Centre Francophone de recherche en informatisation des organisations (CEFRIO, Quebec), the Government of Quebec, and the Technical Centre for Agricultural and Rural Cooperation (CTA, Netherlands). It consisted of an inventory of CD-ROM site organizations and CD-ROM facilitating organizations (eg institutions which publish, finance or distribute CD-ROMs) in or for developing countries and East European countries.

A total of 4,072 questionnaires were mailed in 176 countries between February and June 1993, and 639 CD-ROM sites and 73 CD-ROM facilitating organizations were identified.

The results of the study (available in French, English, or Spanish) are as follows:

- A database of the CD-ROM sites (UNESSI) (4 to 11 diskettes depending on the format) in developing countries and East European countries.
- A database of the CD-ROM facilitating organizations (UNESFA) (1 or 2 diskettes depending on the format) in developing countries and East European countries.

Note: Both databases must be used with Unesco's CDS-ISIS software (version 3.0) which is available free of charge from Unesco.

- The User Guide for the UNESSI and UNESFA databases.
- A Statistical Report on the state of penetration of CD-ROM in developing countries and East European countries.

Results are distributed free of charge to all organizations and individuals who participated in the study. They are available to all others at the nominal cost of \$20 for each of the two databases (UNESSI and UNESFA), including the User Guide and the Statistical Report.

For any information or document on the study, please contact:

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PROFESSIONAL NEWS AND EVENTS

NEWS

AJLAIS exhibited in three continents

African Journal of Library, Archives and Information Science was among 37 African periodicals from 12 Anglophone, Francophone and Lusophone countries exhibited at African Studies Association meeting in Boston, United States of America, African Centre's Book Week in London and New Delhi World Book Fair in India. The exhibition was under the auspices of APEX 93, a collective exhibit of African Scholarly Periodicals launched at the Zimbabwe International Book Fair in 1993.

Muller Appointed Director of Library and Archives Services, Namibia. Dr. F. Muller has been appointed the new Director of the Directorate of Library and Archives Services, Windhoek, Namibia. He was until his appointment Director, Special Education. He has master and doctorate degrees in psychology. We wish him a successful tenure on his new job.

Lundu Conferred with the Title of Professor. Dr. Maurice C. Lundu, University Librarian of Copper-belt University, Zambia was conferred with the title of Professor by the Senate of Copper-belt University, Zambia. This was in recognition of his academic, scholarly and professional achievements in the library profession. We congratulate Professor Lundu on this well deserved title.

Conference of National and University Libraries Formed. The Standing Conference of National and University Libraries in Eastern, Central and Southern Africa (SCANUL - ECS) was recently formed. Among the objectives of the Association, are to support and develop national and university library services in the region; to organise and encourage conferences, seminars, workshops and meetings and to initiate and to implement regional projects and resource sharing. According to the Chairperson, Mrs. H.K. Raseroka, the University Librarian of the University of Botswana, this association will not diminish the importance of SCECSAL (The Standing Conference for Eastern, Central and Southern African Libraries) rather it will complement it.

Malawian Scholar wins 1994 Noma Award. Paul Tiyambe Zeleza's 'A modern Economic History of Africa. Volume 1: The Nineteenth Century' published by CODESRIA based in Dakar, Senegal, has emerged the winner of the 1994 award. Over 140 titles from 55 African publishers were submitted for the competition. The Noma Award for publishing in Africa is administered by African Book Publishing Record, Oxford, England. Paul Tiyambe Zeleza is an Associate Professor of History at Trent University, Peterborough, Ontario, Canada.

FORTHCOMING INTERNATIONAL CONFERENCES, WORKSHOPS AND BOOK FAIR.

May 8-12, 1995, Pretoria, South Africa. Info Africa Nova Conference 1995. Theme: Information Services to Sustain Reconstruction, Development and Prosperity in Southern Africa. For further information contact Info Africa Nova, P.O. Box 4649, Pretoria 0001, South Africa.

November 2 - 3, 1995, Washington, D.C., USA. The second International Conference on Grey Literature, Theme : Grey Literature Exploitations in the 21st Century. For further information contact Trans Atlantic : Grey Literature Service, Koninginneweg 201, NL - 1075 CR Amsterdam, the Netherlands.

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.

NOTES TO CONTRIBUTORS

Three copies of the manuscripts typed double space on one side should be submitted. Ample margins should be provided. The title, author's name, position and place of work should appear on the first page. Subsequent pages of not more than 15, should include an informative abstract of not more than 100 words. Manuscript will be considered only if it has not been published elsewhere.

References and notes should be indicated in the text by names of authors and date of publication in brackets. The list of references should be listed at the end of the text.

References to journal articles should be in the following order: Author(s) date, title, journal's name, volume number, issue number and inclusive pagination e.g.

Mazikana, P.C. (1987) "Archives and Oral History: Overwhelming Lack of Resources" *Information Development*, 3 (1) 13 - 16.

References to books should be in the following order: Author(s), date, title, place of publication, publisher, pagination eg.

Aboyade, B. O. (1989) *The Provision of Information for Rural Development* Ibadan: Fountain Publications, 104p.

References to contributors in collected works should be in the following order: author(s), date, title of contribution, name of the editor, title of the collected works, place of publication, publisher and inclusive pagination e.g.

Neill, J. R. and Kotei, S. I. A. (1981) "Towards a National Information System for Botswana" in Inganji, Francis (ed.) *Use of Information and Documentation for Planning and Decision Making*. Gaborone : NIR, pp. 36 - 53.

No charge is made for publication. Twenty five copies of reprints of each major article will be supplied to the principal author.

Manuscripts and other editorial materials should be directed to the Editor in Chief, Dr. L. O. Aina, Department of Library and Information Studies, University of Botswana or to any member of the editorial board nearest to you.