

**AFRICAN JOURNAL OF LIBRARY,  
ARCHIVES AND INFORMATION SCIENCE  
VOLUME 5, NUMBER 2, OCTOBER, 1995**

| CONTENTS                                                                                                                                          | Page |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <b>Kate Kwafo-Akoto</b><br>The Need for Establishing a National Social Science<br>Data Archive in Botswana.....                                   | 85   |
| <b>Weldon Horton and Stoyanka Ilcheva</b><br>A University on the World Wide Web : The Case Study<br>of the University of Natal, South Africa..... | 99   |
| <b>Stephen A. Akintunde and Julna J. Selbar</b><br>Librarians' Image -Dressing and Self Concept : A Sociological<br>Analysis.....                 | 109  |
| <b>A.A.Alemna</b><br>The Management of Oral Records by Libraries, Archives<br>and Other Related Institutions in Ghana.....                        | 127  |
| <b>Abayomi T. Agboola</b><br>Bookstack Management in Nigerian University<br>Libraries .....                                                       | 137  |
| <b>Vatiswa Magwentshu</b><br>A Critique of the Resource Centre Model in South<br>Africa.....                                                      | 149  |
| <b>Adakole Ochai</b><br>Library Services to the Grassroots in Developing<br>Countries: A Revisionist Approach.....                                | 163  |
| <b>C.B.M. Lungu</b><br>Strategy for Enhancing the Status and Image of<br>Academic Librarians in Africa.....                                       | 173  |
| <b>Short Communications</b><br>The Relevance of Cataloguing -in-Publication (CIP)<br>Data for African Librarians and Publishers.....              | 187  |
| <b>Book Review</b><br>School Library Resource Centres for Educational<br>Excellence.....                                                          | 195  |
| <b>New Publications</b><br>Directory of Training Specialists in Agricultural<br>Information.....                                                  | 197  |
| Bibliography of Canadian Masters' Theses and Doctoral<br>Dissertations on Africa, 1905-1993.....                                                  | 197  |
| Librarians in Ghana: A Who's Who and Annotated<br>Bibliography.....                                                                               | 198  |
| Reference Information Review : A Source Guide for<br>Informationists and Managers.....                                                            | 198  |
| Personality Interview - Mrs. Masisi Lekaukau.....                                                                                                 | 199  |
| <b>Professional News and Events</b><br>News.....                                                                                                  | 203  |
| Forthcoming Conferences, Seminars and Workshops.....                                                                                              | 204  |
| Reports on Conferences, Seminars and Workshops.....                                                                                               | 204  |
| <b>Abstract of Selected Professional Literature</b><br>Published in Africa.....                                                                   | 206  |
| Index to Volume 5, Numbers (1 & 2) 1995.....                                                                                                      | 208  |



## THE NEED FOR A SOCIAL SCIENCE DATA ARCHIVE IN BOTSWANA

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### ABSTRACT

In recognition of the fact that there is an increase in the generation of survey data globally, and also that their utilisation has been made possible by the current advances in computer technology, the paper puts forward a number of reasons why the establishment of a social science data archive at the National Institute of Development Research and Documentation (NIR) of the University of Botswana will enable researchers, lecturers, students and the general public to have access to a pool of primary data for secondary analysis and teaching purposes. The paper concludes that the present under-utilisation of research data sets and the lack of knowledge on the availability of existing data in Botswana have hampered, to some extent, the efforts of the academic community of the University of Botswana and the country as a whole in the on-going process of scholarly research.

### INTRODUCTION

The decision to write this paper was precipitated by the fact that over a period of five years, I have observed that Botswana is a country where a considerable amount of research in the social sciences is conducted. I have been aware of this because The National Institute of Development Research and Documentation of the University of Botswana, is mandated to promote the research capacity of Botswana.

Over the period, I have seen a number of local researchers and their foreign counterparts from Norway, Sweden, Denmark, the United States of America, the United Kingdom and so on, who undertake research in the various aspects of the country's socio-economic development including the Basarwa people as a special interest group.

Curiously, I could not help wondering as to where all these primary data are kept. For the foreign researchers, do they always carry away their data intact to their respective countries to analyse and to produce their reports? If so, is it not



possible for them to leave a set of the data, together with the accompanying documentation, to enable other researchers to re-analyse further some of the variables that may be useful to their research interest?

Concerning the data collected by the local researchers, especially those working in the University of Botswana and the other government ministries and departments, where do they also keep their data after the initial analysis? Is it not possible that these valuable data are never re-visited?

It needs to be pointed out however, that this paper is not intended to be prescriptive, but rather to generate discussion and, hopefully, encourage the authorities of African universities to consider the possibility of having a social science data archive established within its framework.

#### Data Archives and Data Archiving?

In recent years, there has been increased statistical data collection and their utilisation has been enhanced by the advances in computer technology. Thus, technological advances in computers have brought about a data revolution which allows complicated statistical analysis of data and expanded capacity for the storage of data. Therefore, to facilitate the preservation and utilisation of the survey data sets, they need to be kept in a machine-readable form to be borrowed for secondary analysis, research training, teaching and policy-making purposes. This has necessitated the establishment of what have come to be known as data archives.

A data archive may be defined as a resource centre for analysts who use data for research and teaching activities. Data archives deal with the archiving of the primary data which are generated as a result of research surveys. In addition to storing the actual raw data in a machine-readable form, data archives also keep the study descriptions accompanying data, documentation and research instruments which provides basic information such as the title of study, principal investigator, research summary and data storage medium, as well as the fieldwork information.

The impact of archives on the scholarly community is, in principle unique, because unlike in the case of invisible college of scholars, here, there is a much more real and visible collectivity of scholars who are knowingly joined together intellectually by virtue of shared access to archived bodies of data central to their common intellectual endeavours. This is crucially important to the social science community because of the nature of the phenomena which the social scientist seeks to understand. (Miller, 1977)



Therefore, archives of survey data are collections of material that come into being only to serve someone's original research needs.

The functions of data archives include:

- (i) ensuring that data are preserved against technological obsolescence and physical damage.
- (ii) cataloguing their technical and substantive properties for information and retrieval, and
- (iii) supplying them in an appropriate form to secondary users for further analyses.

In the area of data archiving therefore, "data" means computer-readable data or machine-readable data. This implies that the data collected for primary research purposes are made available for further research on magnetic tapes, floppy diskettes and CD-ROMS etc. The data may then be used to carry out research which may seek to re-analyse the work already carried out by the primary researcher in order to verify, extend, or elaborate upon the original results, or to analyse the data from an entirely different perspective.

Consequently, data archiving is a method of conserving very expensive resources and ensuring that their research potential is fully exploited. Unless made available for further research, data which have often been collected at significant expense and with great effort by the primary researcher, may later exist only in a small number of reports which analyse only a fraction of the research potential of the data.

Furthermore, with the rapid changes in technology, within a very short space of time, data files are likely to be lost or become obsolete as the technology of the host institution changes. But archives ensure that when technology changes, the data in their holdings are technically transformed to remain readable in the new environment.

To make this process easier, they normally transform data on receipt to a standard in-house format from which they may be easily re-formatted in one sweep to the specifications required by changing technology. For example, the archives can transform data to be worked on using software packages such as SPSS, SIR AND SAS. In fact, the sets of programs used are maintained to allow data to be easily transformed from the in-house standard to the various formats required by the computing environments in which individual users work.

Users of data archives are thus supplied with data in a format and on media which are appropriate to their needs. This enables



researchers to conduct research in the computing environment with which they are familiar and in which they are likely to produce the best results.

Data archiving has great benefits for both data owners and data creators. Deposit in an archive ensures the safekeeping of their data. The archive maintains controls over the data on behalf of the owner. These may include informing the owner of applications for use and maintaining registers of users and usage. The ability to demonstrate continued usage of data after the original research is completed can influence funders to provide further research money.

Data archives allow owners to avoid the administrative tasks associated with external users and their queries. At the same time the administering archive can foster a fruitful dialogue between original and secondary researchers by the promotion of user groups and data-use workshops while shielding the original researchers from more tedious aspects of dissemination.

As emphasized by Marks (1994), data archives are

*instruments for raising levels of availability and quality of statistical data. The focus of data archives is not only on acquisition, accumulation and conservation of data sets. They are also concerned with selection of data, (re)formatting data sets, documentation of statistical material and preparation for retrieval. They count marginals and missing data, apply plausibility checks and judge the methodological soundness of the sets. They formulate standards and rules for better statistical performance of bureaux and individual researcher.*

#### Historical Development of Data Archives

The data archiving movement started in the 1960s in the United States and quickly spread to Europe. The pioneering organizations which continue to serve a large and diverse social science clientele are the Roper Center for Public Opinion Research in Williamstown, Massachusetts, the Inter-University Consortium for Political and Social Research in Ann Arbor, Michigan, both in the United States of America, and the Zentralarchiv für Empirische Sozialforschung in Cologne, Germany.

In the late 1960s and early 1970s, the data archive development was the focus of intense national debate in the United States of America and internationally too. There was an opposition from the community of scholars because many felt they had to retain their monopoly on information. This made the acquisition of data sets by the archives quite a Herculean task initially.



It is known that when the survey data archive movement began, one of the largest obstacles to the acquisition of important bodies of data rested on the well-established norm that a researcher's primary data base was properly regarded as personal property against which others had no claim. In a very real sense, information was power and often the scientist who managed to accumulate a store of information derived substantial status from the sheer fact of the accumulation.

Of course, the transformation of the data collection process from a totally private affair of the individual scholar to the organised institutional setting funded by public monies has also played a large role in the norm. As a body of data is generated through the existence of a public institution supported by public funds, it becomes reasonable to presume that the data must ultimately pass into the public domain, accessible to colleagues and professional competitors.

Yet within an amazingly short time, a new generation of scholars emerged in the United States, especially who presumed a new norm of access to data by depositing their data sets in data archives, and these archives have the capacity that can move the data from the scholar's personal research files on to computers that can copy and distribute to other scholars.

Presently, national archives for acquisition and dissemination of machine-readable social science data are operating in countries such as Belgium, Canada, Denmark, Germany, Italy, India, the Netherlands, Norway, the United Kingdom and the United States of America.

#### **The Economic and Social Research Council (ESRC) Data**

To sum up the account of the brief history of the development of the data archive movement, I would like to focus a bit on some of the activities of the Economic and Social Research Council (ESRC) Data Archive at the University of Essex, Colchester, United Kingdom, which I personally visited in 1984.

The ESRC Data Archive is a national, multi-disciplinary research facility. It acquires, stores and disseminates computer-readable copies of social science data sets for further analysis by the research community. It was founded in 1967 and is funded by the Economic and Social Research Council and the University of Essex. The Archive presently houses the largest collection of accessible computer-readable data in the social sciences and humanities in the United Kingdom from



academic, commercial and government sources. It serves as a national resource centre, disseminating data throughout the United Kingdom, and, by arrangement with other national archives, internationally.

The Archive holds over 3,000 datasets mostly relating to post-war Britain. These data sets extend across the full range of the social sciences and contain information about most areas of social and economic life. In addition to British cross-sectional studies from academic, government and commercial sources, the Archive holds time series data, major longitudinal studies, panel surveys and major cross-national studies.

The ESRC Archive provides information on the location and availability of social science data and sponsors various activities including workshops, user study groups and regular publication of newsletters, designed to improve the quality of data and their secondary analysis. The Archive does not own data but holds and distributes them under licences signed by data owners.

Another interesting feature of the ESRC Data Archive is what is called the Bibliographic Information Retrieval Online (BIRON), which is the Archive's online catalogue and subject index. Using the system, information about data sets held at the Archive is easily available to the academic user who has access to the United Kingdom Joint Academic Network (JANET) (ESRC, 1993).

#### **Social Science Data Archive in South Africa**

There is a newly established data archive in South Africa, the first of its kind in Africa, called the South African Data Archive (SADA). It was established in 1993 as one of the three sections of the Research Information Directorate of the Centre for Science Development (CSD) of the Human Sciences Research Council (HSRC) in Pretoria, South Africa. It is one of the thirty international data archives in the world.

As pointed out by Lesaoana (1995), the HSRC is known for its involvement in research since its inception in 1969. Many of the research studies were undertaken in collaboration with university researchers countrywide. The CSD's Science Promotion Directorate through its Research Funding Division, administers the allocation of various categories of research funding and scholarships to post-graduate students and researchers mainly in South African tertiary institutions. The Research Capacity Building Directorate of the CSD, under its Access Division supports the development



of institutional research capacity building which includes participation in the HSRC internship programmes. Progress Internship is aimed at developing research skills among disadvantaged scholars.

SADA's broad objectives are to:

- (i) preserve data and documentation from surveys and other research entities in the social sciences; and
- (ii) disseminate such information for use by other researchers, mainly for secondary analysis, longitudinal and comparative studies, research training, and teaching purposes.

SADA aims to operate at a national level to serve the interests of all the country's social science researchers. The establishment of the archive within the framework of the HSRC offers the necessary infrastructural support owing to the well-established computer centre and major research projects undertaken, the NEXUS database covering on-going research, and the presence of a documentation centre for social sciences.

With the enormous changes currently taking place in South Africa, the need for, and benefits of, having a data archive such as SADA, have probably never been greater. The immense challenges posed to researchers by the Government's Reconstruction and Development Programme (RDP), require that a great deal of research needs to be undertaken in a wide range of areas within the social sciences and the humanities.

The need for relevant research in South Africa will mean that existing research forms an invaluable basis for further studies. This is where SADA can play a meaningful role. Research that has already been completed, is currently scattered throughout the country. However, by preserving completed research in a single data archive such as SADA, unnecessary and costly duplication of research can be prevented.

The quality of research will also be heightened by using information from experienced researchers locally, regionally, and internationally. SADA sees itself as becoming a service mediator in promoting links between South African and international researchers and helping to unite the human science research community, particularly in Africa. Through SADA's services, South African researchers may gain more recognition for their work by allowing other researchers to benefit from their primary research data.



There is no doubt that the development of social science data archives in the United States of America, The United Kingdom and so on promises not only to preserve valuable information resources and to make them available for continued analysis, but also to enhance an important medium of scholarly communication and interaction across national boundaries.

These and other reasons to be outlined in the paper later, make one become convinced that the National Institute of Development Research and Documentation (NIR) of the University of Botswana should establish within its framework, a social science data archive to augment the information activities of its Documentation Unit, and to provide its users with the whole gamut of information, irrespective of format, on Botswana's socio-economic development.

#### **THE BACKGROUND INFORMATION ON THE UNIVERSITY OF BOTSWANA'S NATIONAL INSTITUTE OF DEVELOPMENT RESEARCH AND DOCUMENTATION**

The University of Botswana established the National Institute of Development Research and Documentation (NIR) within its framework in 1975 first as a documentation centre of the University, but it developed into a full-fledged research institute three years later.

The objectives of the Institute are:

- (i) to promote, coordinate and conduct research on issues of socio-economic, environmental and cultural development affecting Botswana.
- (ii) to develop the national research capacity with Botswana; and
- (iii) to conduct, publish and disseminate the results of such research.

In accordance with these objectives, the Institute has been actively engaged in launching various research projects, organising seminars and conferences, mounting short training programmes and workshops with a view to increasing the research capacity of Botswana, and also carrying out documentation and publication activities so as to disseminate the relevant research findings.

The Institute's research activities are carried out by research units focusing on the major theme of rural development with special reference to agriculture, education, environment, health and nutrition, and women and gender issues.



In the field of documentation, the Institute's Documentation Unit is playing a leading role in providing information services to researchers of the Institute, the University of Botswana academic community and to scholars both within and outside Botswana.

The Documentation Unit collects, processes and stores information, mainly unpublished, about the socio-economic development of Botswana and disseminates it to public institutions, private organizations and interested individuals.

At present the Unit has over 13,000 documents on different issues relating to Botswana's socio-economic development, the Southern African region and Africa in that order of priority.

In 1986, the UNESCO information storage and retrieval software package, CDS/ISIS was obtained and computerization of the collection began, with the building in 1987 of a computerized database known as LIBRA from which DEVINDEX-Botswana, an abstract and indexing bibliography, is produced.

#### **The Case for Establishing A Social Science Data Archive at the Institute**

The National Institute of Development Research and Documentation plays a leading role in social science research and dissemination of social science processed information.

However, there is a wealth of information contained in primary data generated within Botswana which can be utilised for secondary analysis and teaching purposes all scholars both and outside Botswana.

For the reasons stated below, it will be necessary to have a social science data archive to be housed at the Institute:

- (a) The National Institute of Development Research and Documentation has as one of its objectives, the development of a national research capacity within Botswana. A data archive in the Institute can be a repository where lecturers, students and researchers at the University of Botswana can borrow data sets for teaching and re-analysis.
- (b) The University of Botswana has a Faculty of Social Sciences whose lecturers and students carry out various research projects. Normally, after the analysis, the data, especially those belonging to the students, are simply dumped somewhere, and the



chances are that they will not be consulted again, once the research reports and dissertations are completed. However, all the primary data produced from all these departments listed, together with those generated from the Institute, could be "cleaned", processed and kept in a data archive to be re-used by both the original producers themselves and others in the future;

- (c) Research affiliates from overseas, as well as Government ministries and departments in Botswana, generate huge amounts of data, including surveys and censuses. It is important that the original data be made accessible along with the resultant research reports, which would only be possible if the Institute had a data archive;
- (d) The establishment of a social science data archive in Botswana, in one's estimation, would bring about great savings in research expenditure from funds received from the government and the donor agencies. It is being argued that the primary data collected from the various researches, if processed and kept in a data archive to be borrowed later for secondary analysis, will cut down on the number of original data collection. In this way, funds that may be saved from other field work could be used for other vital original researches. As asserted by Sobel (1982)

As research budgets tighten, investigators will often look to available data to do the research which will spill over into their teaching... By teaching students about the value of data analysis, they will learn a great deal in the process and be sufficiently excited about research to use other data and to collect original data.

- (e) Information cuts across international boundaries, and so data sets can be exchanged with other international data archives such as the Inter-University Consortium for Political and Social Research (ICPSR) at the University of Michigan, once a data archive is set up in the University of Botswana. This exchange of data sets will enable researchers in the University to have access to other valuable data for secondary analysis and to promote international exchange of ideas.
- (f) The Institute already has a well-equipped computerised Documentation Unit which provides socio-economic information to its users. It would be appropriate that a social science data archive of computer-readable data be set up in the Institute to augment the activities of the Documentation Unit.



Indeed, a data archive will enhance the work of the Institute's Documentation Unit and it will enable its staff to acquire the skills in data archiving. In this way they will be able to perform their role more effectively as information channelers and navigators of knowledge.

As Rowe wrote (1982)

Social science reference librarians can increase the quality of their service to patrons by becoming aware of machine-readable data products and of their place in modern research, policy-making and classroom instruction. With this awareness another step will be taken in expanding the librarian's role as gatekeeper to the ever-growing wealth of social science data, and toward the recognition that physical form should not be a barrier to information access.

Therefore, as machine-readable data are now a growing segment of available information resources it is becoming imperative for librarians and documentalists to know of the existence of all types of information regardless of format and method of access.

These reasons and others that may be beyond the scope of this paper, compel one to suggest that the University of Botswana does need a social science data archive to complement the activities of its other information facilities.

#### **Possible Problems**

In my estimation, in establishing a social science data archive in Botswana, problems such as data acquisition from primary sources and data confidentiality will need serious consideration.

As already mentioned, when the archival movement began in the 1960s many primary researchers viewed their data as their personal property to which others had no claim and therefore were not prepared to deposit their data in the archives. It is envisaged that a similar situation will occur during the early stages of development of a social science data archive in Botswana.

It is therefore being suggested that the archive can start with the acquisition of data sets from government ministries and departments such as the national census data which cannot be the property of individuals. Again, the recipients of University research grants are to be encouraged to deposit copies of their research findings with the archive. It is hoped that as researchers and lecturers borrow datasets for secondary analysis and for teaching students



survey methodologies, they will also deposit their data in the archive.

The issue of data confidentiality will also need careful handling. May I from the onset make a distinction between the issue of "confidentiality" and that of "privacy". The debate on privacy deals essentially with information about individuals or groups that is personal in contrast to information which others have a legitimate right to acquire. On the other hand, in data archiving "confidentiality" implies that data will be so arranged that individual respondents cannot be identified. That is to say, the data are normally fully anonymised.

This is very important because researchers who obtain information from respondents under the assurances of confidentiality are obliged to honour those assurances. Therefore, the storage and dissemination of social data in machine-readable form does not affect the ethical or moral nature of that obligation and by necessity, social science data archives must place a high priority on protecting data confidentiality. Therefore, recipients of data from data archives are normally required to sign undertakings to the effect that they will not attempt to identify individuals when carrying out analyses.

These, and other issues like funding will need to be considered. However, these problems are surmountable, as has been the experience of other data archives world-wide.

#### CONCLUSION

I am of the view that the under-utilisation of research data sets and the lack of knowledge on the availability of existing data have, to a large extent, hampered the efforts of the academic community of the University of Botswana and other interested researchers in the on-going process of scholarly research.

Now that the South African Data Archive is fully operational, it can assist tremendously in the setting up of a similar data archive in Botswana and the rest of Africa.

It is therefore my ardent hope that the establishment of a national social science data archive in Botswana will maximise research opportunities for a larger number of African scholars.



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## A UNIVERSITY ON THE WORLD WIDE WEB: A CASE STUDY OF THE UNIVERSITY OF NATAL, SOUTH AFRICA

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### ABSTRACT

This paper touches upon some of the implications for Library and Information Science of the development of the Internet, and the World Wide Web (WWW) in particular, and highlights the need for a wider involvement of this profession in the better management, organisation, and ultimately-usability, of the global information system. It describes the attempt to implement the principles underlying an effective structure of a hypertext database and the versatility of HTML- the language of the WWW - in the body of documents that was created, tested and installed on the newly-launched WWW site at the University of Natal, Pietermaritzburg (UNP), South Africa.

### INTRODUCTION

Although the World Wide Web is less than 5 years old, there are a number of compelling reasons why it should be subjected to an extensive and multidisciplinary research. The explosive growth of the global information village is putting pressure on librarians all over the world, Africa included, to acquire the relevant theoretical background and practical skills in networked information retrieval. For this reason the authors have decided to approach the examination of key aspects of the operation, functions and characteristics of the WWW and its place on the global information network - the Internet - first from a general historico-theoretical and then from a concrete practical application perspective.

The World Wide Web is an open system, unifying in a boundless, seamless world mankind's electronic information resources as part of a complex interrelated structure of human-technology, human-information interactions, aimed at information retrieval and sharing, in the context of modern computer networked communications, technology, readership and sociology. The WWW has major advantages over the other universal information delivery systems on the Internet, top among them being the simplicity of operation and ease of access to information which do not require sophisticated knowledge about computers.



The Web includes all the other information systems on the Internet which enables the user to travel the whole of cyberspace by the same press of a few keys or the click of a mouse, never seeing or feeling all the different commands and transactions that go behind the computer screen. This applies not only to text, but to graphics, sound and video, which makes the WWW a truly multimedia provider.

The WWW is the only networked information retrieval tool that uses hypertext - a method of organising diverse information whereby the units do not follow any of the traditional meaningful or useful linear orders, but form an uninterrupted, infinite whole whose elements are interlinked in complex, multidirectional cross-reference patterns subject to dynamic kaleidoscopic rearrangements. The radically new approach of hypertext, which forms the major part of the WWW, frees the organisation of information from the restrictions of the traditionally imposed artificial ordering - be it alphabetical, numerical or classification - and relies solely on the inherent semantic interconnections of the various documents or parts of documents, thus mimicking the brain's associative thinking. There is general agreement that hypertext, especially when applied to large databases, can be very difficult to navigate and make the user feel disoriented. The WWW was designed to serve as a "collaboratory" for international research teams (Berners-Lee et al. 1994) and each new community, being both user and provider, had inside knowledge about where to look for its repository of information. The E-mail, news and discussion groups also helped out. To a novice, with no particular research specialisation, or to a librarian who needs to find his/her way throughout all areas, the WWW feels like a million high-powered vehicles rushing towards him/her at the crossroads of all the highways in the world - which one should he/she jump on and where will it take him/her?

What is more, the WWW offers unprecedented opportunities for the implementation of the democratic principle in the information dissemination field. This is embodied in the Web's concepts of "universal readership" (Berners-Lee 1994c), emphasising universal accessibility - both technological and human - to computerised information, and the move away from individual to "universal authorship, in which everyone involved in an area can contribute to the electronic representation of the group knowledge" (Berners-Lee 1994b). As a result, the WWW flow of online information can be kept up-to-date by an ongoing process of minute-by-minute editions.



**THE EMERGENCE OF THE GLOBAL INFORMATION NETWORK - THE INTERNET**

The ground for the emergence of a global information network was prepared by the increased popularity in the late 1970's - early 1980's of computer platforms working under UNIX. This operating system supports a number of very important protocols, the best known among which are: ftp (the file transfer protocol which enables you to instantly acquire electronic publications) and telnet (allowing you to log in to a remote computer and pass commands to it as if it were on your desk). The number of computers which run NIX has exploded and keeps growing steadily. As an inevitable consequence of the existing connections between computers, a large number of different systems for storing and distributing information have been developed. Among the more popular ones are: Gopher - the powerful vehicle for the exploration of networked resources, USENET NEWS - the system for exchanging online news and views on a wide variety of topics, WAIS - a most prolific searcher of information in databases (Krol 1994) to mention but a few.

The convenience of the newsgroups and E-mail facilities has revolutionized the communication process, especially within the planet's academic community. Since the late 1980's one particular computer network has gained unrivalled recognition and has become firmly established as the backbone of the global information and communication system. This is the Internet - the world-wide "network of networks" currently providing all of the above-mentioned services to a daily average of 20 million users in over 50 countries (Hughes 1994).

**The World Wide Web Tames Internet**

The enormous physical mass of intercommunicating computers, represented by the Internet, and the proliferation of information storage and distribution systems and retrieval tools were as fast in becoming a setback as they were in gaining demand for a global information network. "The problem with the Internet", Krol (1994) writes, "is that it's messy and poorly coordinated." Under the circumstances, it was only a matter of time before a truly universal, all-embracing, unified, versatile, and easy to access and use system for finding and retrieving Internet resources was developed. Such a system by definition had to cover all the major previously established computer-based information systems, and had to allow for growth and improvement to meet the challenges of the twenty first century. The sought-for system had to utilise all the possibilities offered by a modern state-of-the-art computer and the existing software, as well as to be flexible and adaptive. It is not surprising then that a system answering all these



requirements was proposed in 1989 (WWW Project History 1994): the World Wide Web, also known by its acronyms WWW or W3. It finally provided a common interface, solving the incompatibilities of the existing platforms and tools on the Internet, and led from "waste of time, frustration and obsolete answers to simple data lookup" (Berners-Lee & Cailliau 1990).

As Hughes (1994) points out, the WWW has fulfilled one of mankind's longtime dreams - to create a "docuverse" and provide users on computer networks with a simple and consistent means to access the collective knowledge electronically available on the Earth. It was developed by the specialists in one of the best scientific centres of the world - the European Centre for Nuclear Research (CERN) (CERN WWW Service 1994) in Geneva, Switzerland. Ironically, their absolutely brilliant product could not bring them a cent as revenue because, by statute, nothing developed at CERN can be sold for profit. This gave a wonderful start to the WWW as it was offered to everyone interested free of charge and led to an ever-increasing number of supporting software being supplied also free of charge. As a result the popularity gained by the WWW surpassed all expectations and in a matter of several years it was established as the most advanced global information system (Berners-Lee 1994a).

#### How the WWW works

The WWW consists of a large number of networked computers (called hosts) which run either a server (a programme which distributes documents) or a client (a programme which retrieves documents and facilitates their reading) or both (Hughes 1994). All hosts must be connected to the Internet and must support ftp and telnet. Connectivity with other existing networks, like bitnet, goes through gateways. These may soon be retired as the Internet is steadily gaining ground and pushing out of competition all other similar systems.

The language of the WWW is known as HTML (hypertext mark-up language - an excellent method of organising information that, unlike the classification systems applied to the hard-copy world of traditional libraries, is not subject to the constraints of the physical residence of the documents or the macro-versus-micro-retrieval. This does not mean that all of the documents on the Web are in HTML, but nothing reveals better the idea of the constructors of the WWW than hypertext - "the smart tool for information overload" (Haavind 1990). All the more that the advent of hypermedia has brought about a wonderful symbiosis of various types of digitized information: plain text, still images, animated images and whole movies, and sound (from the hoarse crackling of the PC speakers to the CD quality of soundblasters).



thus overcoming the cataloguing and/or shelving, and therefore browsing, split imposed by the practicalities of storage due to the disparate nature of non-book materials in a traditional library collection. In short, anything but fragrances and handshakes can be passed through the Internet now. And it looks like it will not be long before even these will stop being an exception. Some of the projections for the distant and not-so-distant future envisage a rather scary plunge into the world of virtual reality (Lateiner 1992).

### What Librarians have to Contribute

Even at the inception stage of the WWW Berners-Lee and Cailliau (1990) foresaw that a radically innovative service like the one they envisaged would eventually require "a serious study of the use and abuse of the system, the sociology of its use at CERN". Today computer scientists, information scientists, librarians and sociologists join their efforts in exploring novel user sociology at digital libraries and information systems (NCSA 1994).

This is not to say, however, that the traditional insights and skills of librarianship are not applicable to the cyberweb of information. Tilton (1994) points to the fallacy of discarding "everything we've learned in the past millenia in favour of the 'revolutionary new possibilities of the computer'". He goes on to explain that what the computer does is basically the same as the long-established practice of inter-library loans, only the task of moving data around is simplified. And his definition of hypertext is "just footnotes and bibliographies writ large". So he calls for Internet librarians - people who know how to organize information in a useful fashion - to create and maintain the following:

- a clear ordering of information by subject or some other way, e.g. table of contents, searchable index, what's new
- documents of the right length that cannot be logically decomposed into more than one
- richly cross-referenced documents
- a clear, consistent navigation structure

Krol (1994) who was stimulated by developments on the Internet to write and publish an excellent comprehensive network manual for professionals other than computer ones, but including material of interest even to the experienced network administrator, gives a very clear signal as to which professions are the most crucial ones to get speedily involved in the management of the new information environment. Of the two people



he used as his test audience, one was a recent library science graduate, the other - a neophyte system administrator. The former amazed him with "what someone with a knowledge of common cataloguing words and phrases can do with Archie". Krol's manual - *The Whole Internet: User's Guide and Catalog* - is the only prescribed book for the Internet: Resource Discovery and Organization course offered by the School of Information and Library Studies at the University of Michigan, USA (Rosenfeld, L. and J. Janes 1993).

Inspired by the rich stocks of resources on the WWW, Gilster (1993) assures us that "it is a fascinating place to prowl; you never know what you are going to find". That is quite true - serendipity seems to figure very prominently among the Web's advantages. But try and find something you want - even a document that you have retrieved but omitted to write down its URL (uniform resource locator - the unique standardised address that every document on the WWW has and can be retrieved by) and you will understand why librarians are so often invited to help with the organisation of cyberspace. Pointing to browsing by subject as an important way of preventing the danger of getting lost in the infinity of cyberspace, Berners-Lee (the inventor of the Web) himself (1994d) describes the WWW virtual library as "an amateur collection of resources to demonstrate what could be done if librarians were to get involved and do it properly".

#### UNIVERSITY OF NATAL EMBARKS ON THE WORLD WIDE WEB

Late in November 1994 the first experimental WWW server was installed on the Pietermaritzburg campus (soon after a similar server was made active in Durban) of the University of Natal. It marks the birth of a Campus Information System connected to the Internet to include information on all faculties and departments. The first phase of the project aims at making the relevant data accessible to prospective students and researchers locally and internationally. The main UNP World Wide Web page has the URL <http://www.unp.ac.za/cisbase.htm>.

Anybody who would like to study the WWW from the point of view of information storage and retrieval strategies should begin by learning how to produce hypertext documents in HTML. A convenient opportunity to combine the mastering of HTML with producing a system of HTML files of practical value arose with the launching of the UNP WWW server (mentioned above). A set of documents in HTML was created, tested and installed. These contain various facts about the University's Department of Information Studies. For the moment this information is organised in 31 files of which 19 are in HTML (13 kilobytes), 11 are gif-files of images (17 kilobytes) and 1 is a map-file. This last one is of a type not so often seen in WWW documents even on well-established



sites. It is an essential component of a visual part of an HTML document representing a generalised map, certain locations of which are declared as anchors by their coordinates or the coordinates of their borders. As a result, the image shown is made active in the sense that pointing (in Windows terminology) to a particular spot of the image and clicking the mouse button there causes a jump to a target HTML document.

Of the number of guides provided on how to write HTML documents the most useful one was found to be Berners-Lee's (1993) WWW Style Guide, designed "to help you create a hypertext database [which] effectively communicates your knowledge to the reader". It sheds light on the principles underlying the creation of an optimal overall and inner structure of a hypertext body of documents. Every effort was made to follow these principles in setting up the Department of Information Studies section on the UNP WWW server. Thus:

1. Hypertext makes it easy even for the general user to jump from subject to subject in documents throughout the world or zoom in for more detail on selected concepts within a document through embedded multiple links made to work by pressing a key or clicking a mouse. Unless the author has a clear picture of his audience and the latter's expectations with regard to the logic of organising this particular slice of the information universe to guide him, hypertext will pretty soon turn into hypermaze. Consequently, although the links in the web of information on the WWW need not be hierarchical with the benefit that "it is not necessary to 'climb up a tree' all the way again before you can go down to a different but related subject" (Berners-Lee & Cailliau 1990), a hierarchical organisation of information, based on the "reader's preconceived structure" and "the idea of overlapping trees" (Berners-Lee 1993) is a prerequisite.

2. The length of an individual document and the number of links in it are determined by its position in the overall structure. Brevity is aimed at for the sake of quick retrieval and the convenience of the reader to skim and scan, subject to the only limitation that each document must make a meaningful unit of retrieval of information and not lead to a dead end.

3. As far as the layout of the individual document is concerned, the following of Berners-Lee's (1993) Style Guide's instructions were applied:

- Sign your work
- Make links into context
- Use context-free document titles
- Format device-independently
- Write for the printed work too
- Write readable text despite the links



The Department of Information Studies section on the UNP WWW server contains the following web-wise interlinked major and sub-units of information:

- introduction to the Department
- location and contact addresses
- courses
- eligibility and duration
- curricula
- assessment
- staff
- staff pages

Any comments and recommendations for improvement would be greatly appreciated.

### CONCLUSION

As the Internet continues growing at the rate of 150 000 users per month globally, the USA is expanding its "planned National Research and Education Network into an all-inclusive information policy spanning all parts of society: industry, research, education and the public at large" (Voss 1994). With the removal of restrictions on the commercial use of the Internet, nobody will be able to afford ignoring the economies of scale and competition and the resulting reductions in costs offered by the unrivalled scope and speed of the global information network (Ricart 1994). More and more the information age is gearing us to a world where "the balance of power" is synonymous with the balance of information.

Funds are scarce in the developing world which makes it all the more important that they be channelled to the right priorities in the most rewarding and efficient way. A computer and an Internet connection that allows everybody to view the Vatican Library exhibit, browse the Library of Congress catalogue or visit any significant scientific centre in the world without any trouble or loss of time, requires little investment in building facilities and storage capacities and for what it can offer is far cheaper than even a modest traditional library on the long run.

The universal library has been built - it is the librarians' responsibility now to assist in bringing its treasures home to everybody. A move in this direction has been made by the University of Natal, Pietermaritzburg - there will be public access points for visitors to the campus to try their hand at browsing the data on the Campus Information System and thus familiarise themselves with the way the WWW works as well.



There is an urgent need now for an information policy programme to plan and coordinate major efforts to this end.

#### ACKNOWLEDGEMENT

The completion, testing and installation of the Department of Information Studies WWW pages on the UNP WWW server would not have been possible without the assistance of Mr Mike Robertson from the Computer Services Division.

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## **LIBRARIANS' IMAGE DRESSING AND SELF-CONCEPT: A SOCIOLOGICAL ANALYSIS**

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### **ABSTRACT**

An empirical sociological study of librarians' image as a result of their dressing behaviour and self-concepts was undertaken using Symbolic Interactionism as theoretical frame of reference. Participant observation and mailed questionnaire were instruments employed in generating data from 80 librarians spread across two states in central Nigeria. Results revealed that several psychological and social factors interact in the formation of librarians' image in the society. Key factors include librarians' self-concept, their self-presentation especially as expressed in their dressing, the environment, and reflected appraisals from the society. Suggestions proffered include the creation of an office for Research and Promotion of Librarians' Image by library associations and the modification of library schools' curricula to accommodate this.

### **INTRODUCTION**

Librarianship and information science literature is well-filled with discussion on the image of the professional (Koren, 1991, Clausen, 1990; Edeka, 1983; Nwafor, 1980). The debate seems unending as contributors approach it from both scientific and less scientific perspectives resulting often in differing conceptions and profiles of image making attitudes and behaviours of the information professional particularly librarians. Perhaps the height of the discussion in the last two years is two recent publications - "The Status, Reputation and Image of the Library and Information Profession" (Bowden and Wijasuriya, 1994) and "The Image of the Library: Studies and Views from Several Countries - Collection of Papers" (Stelmakh, 1994) by the International Federation of Library Associations' Round Table for the Management of Library Associations and the Round Table on Research in Reading respectively, in an effort to remove a distressing clout on the library and librarians image.



The concern and debate appear quite healthy as they tend to concretize the status of librarianship as a science, which, in Kuhn's (1970) perspective, is a prerequisite for scientific revolution. And it is obvious that some revolution is taking place in librarianship today - at least in the packaging and delivery of data (Bauwens, 1994). The emerging aggregation of a community of librarians seeking to define both the field of study and practice, and to defend the status of practitioners, creates a necessary environment for innovation, structuralism of courses and standardization of practices which is a sufficient demand in the professionalization process. Professionalization has been defined as "The process by which producers of special services sought to constitute and control a market for their expertise" (Larson, 1977), which appears to be the genesis of librarians' concern about their image.

However, the debate may not be complete without an adequate study of some "trigger mechanisms" which make librarians present themselves in the way they have done so far and continue to do. This concern, which appeals to psychological and sociological analyses necessarily focuses on the self in social interaction (McCall & Simmons, 1971). Thus, self-concept becomes significant for self-presentation and consequent image making. According to Markus, Smith and Moreland (1985), "The self-concept provides a framework for the perception and organization of our own life experiences". Sedikides and Skowronski (1993) also affirm that "self influences perceptions of others". It is therefore plausible to state that the image that librarians perceive that others form about them is directly affected by the self-concept of librarians themselves. Self-concept has been defined as "the sum total of the individual's thoughts and feelings about himself as an object. It involves a sense of spatial and temporal continuity of personal identity, a distinction of essential self from mere appearance and behaviours and is composed of the various attitudes, beliefs, values, and experiences, along with their evaluative and affective components (such as self-evaluation or self-esteem) in terms of which individuals define themselves" (Kuper and Kuper, 1985).

Since the inner self can only at best be assumed but is more manifestly expressed in processes of social interaction in behavioural and attitudinal traits, dress and dressing as expressive behaviours become significant in leading to the discovery of the true self. For the present purposes, dress includes flowing gowns, shirts, skirts, trousers, jackets, coats, footwear, caps and hats, sleepwear, sports clothes, corsets, and gloves (Goetz, 1990); while dressing is the utilization of dress to achieve a social communication goal.

In Nigeria, as well as other societies in which conspicuous



consumption prevails, dressing contributes significantly to the prestige that a person is accorded in the society. Even in the holy books - the Bible, a case is made of the tendency to treat persons discriminately on the basis of dressing (James, 1976). In the sociology of work and professions, the nature and style of dressing provides a natural boundary for job and status classification and identification during social and work-place interaction. Hence the labels "blue collar" and "white collar" and ascribed prestige of jobs, workers and professionals (Hall, 1994). Librarianship is classified under the latter. Therefore, a proper study of the image of librarians which is a summation of their social status and prestige must necessarily include an understanding of their self-concept especially as presented in their dressing. Without an empirical support, Burrington (1993) opined that "may be the image of the librarian has more to do with visible confidence and competence than any physical or dress attributes". However, the present study is empirical and aims at discovering the relationship of self-concept to dressing among librarians and, which ultimately affects their image in the society.

A most appropriate framework within which this study could be couched, therefore, is the Symbolic Interactionist theory as outlined in the next paragraph. For purposes of this study, prestige is defined as "esteem not acquired automatically from holding of office, but from personal qualities", while status is defined as the "sum total of an individual's ideal roles" (Reading, 1977).

#### THEORETICAL FRAME OF REFERENCE

Locating this study within Symbolic Interactionism is only logical as the focus of Symbolic Interactionists is on the observable methods as starting points of investigating man in social interaction. Proponents of this theory include Hughes (1971), Blumer (1969), Mead (1967) Thomas (1966), Weber (1964), Becker (1963), and Goffman (1959). The thrust of their theories is on the definition of the situation of human interaction. They advocate that the action of an individual should be studied within a given social context. Furthermore, the individual's mind-set should be closely examined in respective social encounters in order to provide a proper explanation for his or her actions. In other words, the description of an individual's action by an observer could be very erroneous without taking into account the justification for the action by the actor at a particular place and point in time. In essence, procedures for probing social action or behaviour must necessarily embody both the subjectivist and positivist methods, which is the approach adopted in the present study.



Environmental considerations such as geographical, social, political, economic and cultural variations would therefore have strong influences on human action as domains of action.

A proper study of librarians' image would then need to be reduced to specific situations from the hitherto global perspectives. In the particular study of librarians' dressing and self-concept, it would be necessary to understand why librarians put on certain dresses in their self-presentation: is it because of personal preferences, culture, fashion, or, in order to project an image for the profession, or, because the profession desires for them to dress in a particular way on the basis of social status and prestige, or, do individual librarians have stronger "reflected appraisals" from the other professions or in the society (reference groups) which dominate a collective and professional image? These formed the basic research questions for the study.

#### METHODOLOGY

In order to attain a good measure of reliability for a research as this that hinges on Symbolic Interactionist Theory, the instruments of observation and questionnaire were employed in generating data. As participant observers, the researchers share twenty-five years work experience in the library in-between them and interacting with colleagues from different libraries at various forums. The questionnaire consisted of twenty pre-coded items that provided respondents with sufficient options to express themselves. The research population spread across two states in central Nigeria with some differences in cultural backgrounds and levels of social development in order to provide for varied responses. It was a survey of the whole population of librarians with a high response rate as reflected in table 1 below:

TABLE 1

#### DISTRIBUTION OF RESPONDENTS AMONG THE TWO STATES

|               | No.<br>Distributed | No.<br>Returned | %<br>Response |
|---------------|--------------------|-----------------|---------------|
| Bauchi State  | 40                 | 35              | 87.5          |
| Plateau State | 51                 | 45              | 88.23         |
| TOTAL         | 91                 | 80              | 87.91         |



The research sample fell into a natural stratification of geographical, institutional, gender, and religious affiliations as reflected in tables 1 to 3 all of which hold significance in understanding the basis of variation in responses. Due to the nature of this research and particularly because of the theoretical frame of reference, more of descriptive than inferential statistics was applied.

TABLE 2

## INSTITUTIONAL AFFILIATION OF RESPONDENTS

| Librarians         | Number of | %    |
|--------------------|-----------|------|
| Academic Libraries | 39        | 48.8 |
| Public Libraries   | 16        | 20.0 |
| Research Libraries | 8         | 10.0 |
| School Libraries   | 5         | 6.3  |
| Special Libraries  | 12        | 15.0 |
| TOTAL              | 80        | 100  |

## RESULTS AND INTERPRETATION

The results and interpretation are presented under three main headings - Demographic Characteristics, Self-presentation, and Self-evaluation. Focus is on the whole research sample.

## Demographic Characteristics

As earlier noted, the research sample was drawn from two states in Nigeria - Bauchi and Plateau, with populations of 4,293,413 and 3,283,704 respectively (National Population Commission, 1992). Whereas Bauchi is more of a homogeneous, socially conservative and predominantly moslem populated state, Plateau is more heterogeneous, more egalitarian, and predominantly Christian. The effect of their respective socio-cultural peculiarities is significant as religion in particular, tends to influence self-concept and affect dressing, and general world outlook with consequences for social interaction and image in society. From the survey, out of a total of 80 librarians, 35 or 44 per cent came from Bauchi while 45 or 56 per cent were from Plateau States. Also, 63 or 79 per cent are Christians while only 17 or 21 per cent are moslems. This latter trend which was recorded in



both states (See Table 3) immediately dismisses religion as a major factor of analysis in this particular research, since there is an overwhelming affiliation to one religion. Nevertheless, it shows that results could be religiously biased in favour of the one that received the most count.

TABLE 3: RELIGIOUS AND GENDER AFFILIATIONS

|               | Christian |      | Moslem |      | Male |      | Female |      |
|---------------|-----------|------|--------|------|------|------|--------|------|
|               | No.       | %    | No.    | %    | No.  | %    | No.    | %    |
| Bauchi State  | 25        | 71.4 | 10     | 28.6 | 25   | 71.4 | 10     | 28.6 |
| Plateau State | 38        | 84.4 | 7      | 15.6 | 22   | 48.9 | 23     | 51.1 |

The predominance of males over females in Bauchi State and their even distribution in Plateau in a supposedly female dominated profession, buttresses an earlier observation about the two societies. Female respondents from Plateau State tend to uphold its egalitarian categorisation which should also affect the type of dress worn and the influences on dressing.

Other demographic factors considered that could affect librarians' dressing and self-conception are their genealogical ages, length of service, and nationality. On ages, it was discovered that those in the age bracket of 31-35 years dominate (27.5%), with others, 26-30 (18.75%) and 41-45 (16.25%) and 51-55 (11.25%) almost fairly evenly spread but for ages 21-25 (3.75%) and 56-60 (1.25%), they had very low representation.

Genealogical age could affect self-conception and life-style (including dressing). For instance, those in ages 31-40 tend to be more fashionable in dressing styles whereas those in ages above 40 years are more concerned about their total self-presentation including dress, assertiveness and demeanour. On length of service, it was discovered that 52 or 65 per cent of the librarians had been in service for not more than ten years. While 20% of the respondents had spent between 11 and 15 years. Thus only 15% of the respondents had spent more than 15 years. The length of service could be a reflection of a person's upholding of the ideals of a profession and hence the self-concept and self-presentation because persons that are dedicated would, ordinarily, remain longer in the profession and seek out several ways to promote it. The present result portends high mobility of librarians (away from the profession) and an



apparently low commitment which could result from an assumed negative image in the society. On nationality, this became important since librarianship is an international profession and as most of the respondents belong to academic, research and special libraries (see table 2) which are equally international in staff recruitment policies and scholarship. Responses on the basis of nationality should therefore lead to an international perspective on the research problem. However, it was found that 77 or 96 per cent of the respondents were Nigerians while only 3 or 4 per cent were non-Nigerians, and Asians, making the study culturally significant and contributing to establishing an understanding of social and geographical formations of librarians' image.

### Self Presentation

In the study, it was discovered that there were several factors influencing librarians self-presentation. One of these which was also investigated is the motivation for coming into librarianship. The responses are as presented in table 4 below.

TABLE 4.

#### HOW I GOT INTO LIBRARIANSHIP

| Reason               | No. | %     |
|----------------------|-----|-------|
| Parental influence   | 3   | 3.8   |
| Influence of friends | 14  | 17.5  |
| Personal choice      | 40  | 50.0  |
| No other job         | 1   | 1.3   |
| I found myself in it | 21  | 26.2  |
| No response          | 1   | 1.3   |
| TOTAL                | 80  | 100.0 |

With 50 per cent of respondents in the profession indicating 'personal choice' and being the largest single group, it was expected that they would so strongly uphold the ideals of the profession that even in their interactions with both colleagues and the public, particularly in their dressing, this would be manifested as a pride. More so the next largest single group 'found themselves in' the profession and have since remained there. However, it was found that if offered another job today, only 30 or 38 per cent would continue in the library, 28 or 35 per



cent would 'hesitate for a while' 21 or 26 per cent would 'leave immediately' with 1 or 1.3 percent not responding. The far less than average per cent of respondents willing to continue in the profession indicates that there is some obvious drainage of initial motivation which is attributable to very low income of public servants (of which librarians are a part) in the midst of high inflation, and general low standard of living in the country. However, in order not to make an undue assumption, respondents were asked to give one particular factor that had affected their pride. The following reasons were given (table 5).

TABLE 5:

## ASSAULT ON LIBRARIAN'S MOTIVATION

| Factor                                                             | No. | %     |
|--------------------------------------------------------------------|-----|-------|
| Low regard for librarians in the society                           | 31  | 38.8  |
| Seeming unconcerned attitude of senior colleagues                  | 14  | 17.5  |
| Non-registration of the Library Association as a professional body | 12  | 15.0  |
| Dull presentation of self by librarians                            | 8   | 10.0  |
| Lack of or 'slow' promotion                                        | 7   | 8.8   |
| Insufficient challenges on the                                     | 6   | 7.5   |
| No. response                                                       | 2   | 2.5   |
| TOTAL:                                                             | 80  | 100.0 |

From the pattern of these responses, and, from observation, it is obvious that a combination of societal, organizational, collegiate and personal attributes have culminated in very low self-esteem of librarians which does not enhance social prestige or lead to a positive self-conception. The relatively high count for 'low regard' in the society perhaps explains librarians' sensitivity to a rather amorphous society, which ought to galvanize them into creating a better image for themselves. As it is, it does appear that librarians have allowed reflected appraisal to dominate the formulation of their self-worth and self-esteem. Recognizing the possible effect of self-esteem on self-presentation, it was thought necessary to then find out the type of dress preferred by librarians and the influences on their



Whereas 52 or 65 per cent claimed that dressing was "very important" to librarians self-presentation; 27 or 34 per cent thought that it was merely "important", while one per cent did not attach any importance to it at all. However, 50 or 63 per cent preferred to wear "formal" dress to the office, 17 or 21 percent "corporate", and 5 or 6 per cent "casual" with 8 or 10 per cent not responding. Responses also showed that 50 or 63 per cent wore Nigerian or African dresses, 29 or 36 per cent Western, with one percent not responding. The very low percentage dressing corporately which is the ideal for all public relations professions as librarianship, is attributed to economy and, perhaps, ignorance of the implications of dressing for social communication.

It is observed that "formal dressing" especially Nigerian/African dresses are relatively cheaper than corporate which is synonymous with Western and usually more costly. This is confirmed in the reasons offered by respondents on what influenced their dressing when respondents were asked to give one particular reason that has influenced their dressing (See table 6).

TABLE 6:

## INFLUENCE ON DRESSING

| Reason                | Bauchi |       | Plateau |       | Total |       |
|-----------------------|--------|-------|---------|-------|-------|-------|
|                       | No.    | %     | No.     | %     | No.   | %     |
| Cultural preservation | 10     | 28.   | 3       | 6.7   | 13    | 16.3  |
| What I can afford     | 13     | 37.1  | 9       | 20.0  | 22    | 27.5  |
| Taste                 | 9      | 25    | 24      | 53.3  | 33    | 41.3  |
| Weather               | -      | 00    | 1       | 2.2   | 1     | 1.3   |
| The task I perform    | 2      | 5.7   | 8       | 17.8  | 10    | 12.5  |
| No response           | 1      | 2.9   | -       | 0.0   | 1     | 1.3   |
| TOTAL:                | 35     | 100.0 | 45      | 100.0 | 80    | 100.0 |

Since the largest groups dressed according to 'taste', and, 'what they can afford', and since most of the dresses were Nigerian which are relatively cheaper and easily affordable in space, time and financial dimensions, it is evident that promotion of the profession or concerns about its image has not been the prime



mover for librarians self-presentation as manifested in their dressing, at least in this research sample. Nevertheless, it is interesting to observe geographical variation in the responses to the type of dress generally worn as presented in tables 6 and 7.

TABLE 7:

## TYPE OF DRESS WORN

| Type             | Bauchi |       | Plateau |       | Total |       |
|------------------|--------|-------|---------|-------|-------|-------|
|                  | No.    | %     | No.     | %     | No.   | %     |
| Western          | 8      | 22.   | 21      | 46.7  | 29    | 36.3  |
| Nigerian/African | 26     | 74.3  | 24      | 53.3  | 50    | 62.5  |
| No response      | 1      | 2.9   | -       | 0.0   | 1     | 1.3   |
| TOTAL            | 35     | 100.0 | 45      | 100.0 | 80    | 100.0 |

These tendencies validate an earlier proposition (under demographic details) on the nature of the respective societies (Bauchi and Plateau) thereby upholding the significance of socio-cultural specificities in studies of human behaviour.

## Self-Evaluation

It has been said that "the proper study of mankind is man" (Pope, 1975). A major component of self-concept is self-evaluation. In approaching this, "librarian" was placed alongside other service professionals, viz: lawyers, lecturers, medical doctors, nurses, pharmacists and teachers and asking respondents to rank librarians from 1 to 7 with one as the highest. The result shows clearly that librarians, in spite of their apparent low self-esteem and laissez-faire self-presentation, still, perhaps in their sub-conscious mind, rate themselves relatively high as there was no other profession that scored equally or more than librarians in the first three spots. Twenty five percent of the respondents ranked librarian first.

An analysis of variance was carried out to determine whether responses differed from library to library and within libraries, since some institutions such as academic, are usually ascribed higher prestige than others which should also affect their self-evaluation. The result which is summarized in table 8 shows that F critical (df=7, 72;  $\alpha = .05$ ) = 2.14.



TABLE 8

ANALYSIS OF VARIANCE SUMMARY TABLE FOR RANKING OF  
LIBRARIANS BY INSTITUTION

| Source         | Degree<br>of Freedom | Sum. of<br>Squares | Mean<br>Squares | F<br>Ratio |
|----------------|----------------------|--------------------|-----------------|------------|
| Between groups | 7                    | 9.27               | 1.3256          | .5859      |
| Within groups  | 72                   | 162.9083           | 2.2626          |            |
| TOTAL:         | 79                   | 172.1875           |                 |            |

Since the calculated F ratio is less than the critical F then there are no significant differences in responses from the libraries. In other words, librarians in all types of libraries hold the same view about themselves.

One other measure of self-evaluation that was also applied is the views on assertiveness of librarians in which 12 or 15 per cent responded that librarians are generally "very assertive", 34 or 43 per cent claimed that they were "assertive", while 23 or 29 per cent responded "not assertive", with 11 or 14 per cent not responding. With the highest cluster affirming assertiveness, a similar pattern of responses has been recorded with the earlier rating of librarians portraying some high regard for themselves but which in self-presentation, contradicts observed librarians' social behavioural and attitudinal traits. It perhaps suggests an inherent contradiction between librarians' value systems and social action. For instance, only 21 or 26 per cent were "very much" involved in professional activities and 52 or 65 per cent "not much" with 6 or 8 per cent "not at all", and one per cent not responding; which should not be the case for a group as this that rates itself so highly. Members would be expected to be most active in protecting and promoting the ideals of their source of significance.

However, another plausible explanation for this attitudinal trait could be the reflected appraisals by society in which only 6 or 8 per cent agreed that society regards librarians with "great respect", 45 or 56 per cent merely with "respect" and 29 or 36 per cent with "no respect", which also corroborates an earlier assessment (See table 5) so that albeit librarians might think of themselves as significant, they do not seem to believe that



society thinks the same. And, since their service is targeted at a public that does not appear to appreciate their worth, then, they (librarians) could not be significant in the society and hence, their apparent low self-esteem and less-purposeful self-presentation.

### CONCLUSION

Results from this evaluative study of librarians' image as generated by their self-conceptions and manifested in their dressing prove that promotion and or protection of image has not been the concern of librarians due to some psychological personality complex in their beliefs about themselves and how the society sees them. There is an apparent underestimation of the importance of non-verbal communication in social interaction and upholds the assertion that non-verbal behaviours are significant in processes of persuasion, credibility and personality formations (Simpson et al., 1993; Burgoon et al, 1990). Whereas dressing is only an aspect of non-verbal communication, though most visible, its significance in image impressioning makes it critical in public relations professions as librarianship and librarians need to see it as such as it manifests a self-concept. It communicates status, self-worth, and expected appraisals from the library public and society.

The influence of cultural, economic and social environments can also not be ignored in studies of librarians image and/or attitudes as confirmed in this study. It was also discovered that because of the seemingly negative reflected appraisals from the society, librarians appear to run out of motivation for a positive self-presentation resulting in a librarian stereotype which, according to Spaulding(1989), is "hurtful, untrue and counterproductive to our value".

The Nigerian society, and most other societies, ascribe status and consequently a very high prestige, to not just a well-dressed person, but to a distinctively well-dressed person (although not necessarily flamboyant dressing). Also, it is imperative that librarians be more assertive in their daily social interactions because of the "traits of deference, passivity, and self-abasement that dominate in the attributes of the average librarian" (Agada, 1987), which is observable in the research population. Assertive behaviour has been defined as "skills that (a) are concerned with seeking, maintaining and enhancing reinforcement, and (b) occur in interpersonal situations involving the risk of reinforcement loss or the possibility of punishment" (Rich & Schroeder, 1976). In a public relations setting and in modern societies that are increasingly becoming more and more competitive, dress and dressing types and styles



would be significant reinforcement instruments in bringing about a high correlation between librarians high regard for themselves (in this study) and their self-presentation.

Thus, in the quest for a more positive image in the society, librarians would have to consider personal attributes as one of their important professional responsibilities (Bowden, 1994; Freidson, 1970). It is then that a balance could be maintained between self-concept and self-presentation resulting in a bright positive image of librarians in the society. Image then, is a function of self-concept, self-presentation, and reflected appraisals, and not depending only on training (or skills acquisition) and job structure in any given society.

The improvement on the image of librarians in society transcends frequent emotional outbursts and mere rhetorics. As demonstrated in this study, it is a project which all librarians, especially heads of libraries, library associations, and library schools must deliberately embark upon. It is imperative therefore, that library associations create an office for *Research and Promotion of Librarians' Image* (not library image) because of the several critical factors intervening in the formation of librarians' image and the implications of a positive image for librarians' self-concept and, self-presentation. Library schools should take the lead by seizing the initiative to establish research and assertiveness, a similar pattern of responses has been recorded with the earlier rating of librarians portraying some high regard for themselves but which in self-presentation, contradicts observed librarians' social behavioural and attitudinal traits. It perhaps suggests an inherent promotion of librarians' image as a required (core) module in their undergraduate and graduate programmes. The latent effect of this is the concretization of the possession of esoteric knowledge by librarians in society; while the manifest effect would be a higher prestige of librarians in society, with concomitant benefits to both librarians and the profession.

However, in the ultimate problematic of the status of the library profession among other occupational groups of which image of librarians is only tangential, and, which is not the main concern of this paper, it is sufficient to state that it is an essentially political struggle (Esland, 1980; Berlant, 1975; Johnson, 1972; Freidson, 1970) "in which power and persuasive rhetoric are of greater importance than the objective character of knowledge, training and work" (Freidson, 1970) which librarians had hitherto occupied themselves with. It can therefore be conjectured, that, the current status of the profession differs from one society to the other, based on social structure, the value of information in respective societies, the historical and



present roles played by librarians, and, their persuasiveness in the society. Thus, in researching into librarians' image and the status of the profession in societies, more specific than universalistic approaches are desirable, even though results and/or conclusions could be universally falsifiable.

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#### Acknowledgement

The authors acknowledge with thanks the efforts of Mrs. Abiola Tom-Omo-Fregene of the University of Jos Computer Center, and Mrs. Juliana Henshaw of the University of Jos Library in getting the manuscript word-processed. So also is the encouragement of librarians in Bauchi and Plateau States of Nigeria who filled and turned in the questionnaires.

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### INTRODUCTION

As an integral constituent in Africa, Ghana is passing through the stages of developing its human and natural resources. Thus, the experience of individuals involved in this process has important aspects that should be recorded and preserved for posterity. A majority of Africans continue to transmit and receive information orally. Hence the need to document this type of information in libraries and archives.

The typical African oral tradition is rich in oral tradition. As Illegbe (1977) points out, "oral tradition is not a mere recital by word of mouth of the remembered history of the people. It is a presentation of the ideals and values of society handed down by the ancestors, whose memory the present generation cherishes and reveres." This is in agreement with Fajana (1974) who observed that it is perhaps not an exaggeration to say that Africans have the most complex, varied, and physical communication system in the world and the child must master the various subtleties of his ethnic group before he reaches maturity.

It is well known that all African cultures encourage an awareness in the individual of the need to preserve the knowledge of his history and his past. Each community has its rules of origin or how the people came into being as a social group, and what kinds of traditions they had. Apart from tales of origin, there are also other forms of traditions conveying all the information and needs to the socially into one's community. These include proverbs, poetry, praise songs, songs, myths and legends. Scott (1957) has explained that "much of the



## THE MANAGEMENT OF ORAL RECORDS BY LIBRARIES, ARCHIVES, AND OTHER RELATED INSTITUTIONS IN GHANA

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### ABSTRACT

While oral records are an important part of the human culture in most countries of the world, they are even more important to African countries such as Ghana. This paper seeks to discuss the importance of oral records in Africa and to describe the state-of-the-art in oral documentation in Ghana. It also attempts to suggest ways of ensuring that these important records are effectively used for research in Ghana.

### INTRODUCTION

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The typical African rural community is rich in oral tradition. As Ifemesia (1979) points out, "oral tradition is not a mere recountal by word of mouth of the remembered history of the people. It is a presentation of the ideals and values of society, handed down by the ancestors, whose memory the present generation cherishes and reveres." This is in agreement with Fafunwa (1974) when he observed that it is perhaps not an exaggeration to say that Africans have the most complicated verbal and physical communication system in the world and the child must master the various salutations of his ethnic group before he reaches maturity.

It is well known that all African cultures encourage an awareness in the individual of the need to preserve the knowledge of his ancestry and his past generally. Each community has its tales of origin of how the people came into being as a social group, and what kinds of ancestors they had. Apart from tales of origin, there are also other forms of traditions conveying all the information one needs to fit in socially into one's community. These include proverbs, poetry, praise names, songs, myths and legends. Bofo (1985) has explained that "much of the



communication environment of rural communities where most of the people live consists of the use of traditional rather than modern communication methods." One may add that communication in non-literate societies is basically inter-personal, and face to face. Kingship, status, social affiliation or class, govern the communication networks which in turn reinforce communication habits and patterns.

A study by Amaratunga and Shute (1982) on "Extension and adult learning in a Ghanaian community" revealed that the traditional system of knowledge transfer still exists in the urban-fringe community of Ghana. Much of the information transfer occurs through traditional counselling, observation of others and group activities. The library can be a focal point in this interaction.

#### **Role of Libraries and Archives in the Management of Oral Records**

Scholars, particularly historians, are wont to treat oral sources in two broad categories, oral tradition and oral history. Oral tradition is distinguished from oral history in certain respects. In oral tradition "the oral testimony is transmitted from one generation to the next one or more, thus the person who tells the tradition was not himself a participant or an eyewitness (Ong, J.W., 1967). On the other hand, oral history is, simply put, "an organised series of interviews with selected individuals or groups in order to create new source materials from the reminiscences of their own life and acts, or from their association with a particular person, period or event". (Vansina, J. 1965).

Whatever the differences in definitions and functions, it is very clear that after the creation of oral records, they have to be deposited in a suitable location, probably in an archives or in a library. Libraries and archives therefore have very important roles to play in the management of oral records. Firstly, they can select and acquire oral materials for the library or archive, as they do standard works in other formats. They can purchase or generate directories which facilitate access to this type of historical data.

Secondly, libraries and archives can organise and process oral data and make them fully and easily accessible. Thirdly, they can service and disseminate oral material in a variety of ways, further integrating them into the culture in which they are located. In addition to these, libraries and archives can become involved either independently or in conjunction with other agencies in the creation and generation of oral data that will further their roles as purveyors of culture.



### African Libraries and Oral Records

Traditionally, libraries in Africa are used to dealing with printed materials in various formats and most services of libraries are based on the printed word. It is well known, however, that the majority of rural dwellers have received minimal, formal education and are predominantly illiterate or semi-literate. A major problem for the library profession, therefore, is how to make libraries provide information usable to those with little or no reading skills.

Aboyade (1989) has stated that a strong argument which libraries often put forward against involvement in oral documentation is that since it is not yet possible to satisfactorily serve those who have the educational capacity to use library services, it would amount to a misdirection of efforts to even contemplate serving the rural dwellers who are mostly illiterate. As a result, more emphasis is placed on the printed word at the expense of oral records.

On the other hand, according to Ikoku, (1971) the challenge of the library today in Africa is to "decolonise" its goals and face a cultural re-appraisal which incorporates the already inevitable elements from the foreign culture, as well as the indigenous (often previously suppressed) elements of the traditional culture.

As Africa continues to modernise, however, it seems that the barriers between the old and the new are being torn down. The isolated village, which preserves the traditional ways, is searching out new methods of communication such as the radio and the printed word. The city dweller too, often isolated for several generations from the traditional ways of life, is searching out new ways to reforge his links with the past. It is the blending of the two ways of life which challenges the modern African who can recognise the values of both life styles.

It is the challenge of the modern African to find effective ways to bring technology to the village, and oral records to the city. In the view of Nketia, (1970) "if we wish to build new communities in Ghana that enjoy the artistic heritage of their country, our first task is to make this knowledge available in appropriate forms at all levels of the educational ladder and to the general public. We expect the writer to have taken the trouble to study the oral literature of his own people. In this way, it is hoped that there will be interaction between the narrow circle of intellectuals and the community at large so that the gap between the past and the present, between the traditional and the contemporary, can be bridged."



Unfortunately, unlike other African countries such as Senegal, (Mbaye, 1990), Zambia, (Msiska, 1987) and Malawi, (Lwesya, 1989), Ghana has not invested much in the management of the spoken word in order to preserve cultural collections that are fundamental to the country's development.

#### ORAL DOCUMENTATION CENTRES IN GHANA

In the area of oral record documentation, there are a few centres/libraries in Ghana that have made attempts albeit in a small way, to organise these materials. Some of these centres/libraries are discussed below.

##### **Institute of African Studies Documentation Centre (University of Ghana)**

From the date of its establishment in 1961 and before its formal opening in 1963 by the late Dr. Kwame Nkrumah, the Institute of African Studies started the collection of materials that were essential aspects of the modern African Studies. But over the years, the scope of the materials collections has been broadened.

At a Unesco meeting in Ouagadougou in 1968, it was agreed that the Institute of African Studies at the University of Ghana should constitute a regional centre for the collection of the oral traditions of neighbouring peoples. Some amount of work embracing Ghana and the Cote d'Ivoire was carried out, and some of the taped collections have been transcribed and made available to the centre. This formed the foundation of the Institute's documentation centre.

The centre was formally opened on 15th August, 1990 by the then Secretary for Education, Mr. K.B. Asante. The main objectives of the Documentation Centre are:

- (i) to gather and disseminate fresh kinds of data that would be used in the reconstruction of Africa's past, as a corrective of Euro-centred documents, and in the sociological or comparative study of Africa.
- (ii) to provide information to researchers and policy-makers in order to enhance their capabilities in helping the development in Africa.
- (iii) to constitute a regional centre for the collection of oral tradition of neighbouring people.



In pursuing these objectives, the Institute of African Studies Documentation Centre will house fresh data including the following:

- (a) stool histories of villages, divisions of states in Ghana and the neighbouring countries;
- (b) oral literature, court poetry - the bard's recitations, minstrel's songs and drum pieces;
- (c) traditional court records;
- (d) living oral traditions;
- (e) recordings (through filming and photographing) of rituals of the festivals of the people of Ghana and its neighbours;
- (f) collections of old pictures of living and past personalities and events;
- (g) Arabic manuscripts from the states of the Niger bend;
- (h) government publications;
- (i) documents on the United Nations and its agencies; and
- (j) materials on women and development.

The centre recently embarked on video-tape interviews of "Men Who Know" and started with Okyeame Akuffo, the Linguist of the Late President Kwame Nkrumah.

Although the Centre has been making serious efforts to achieve its objectives, it has been faced with the problem of inadequate collections owing to lack of funds to carry out its projects. There is also an acute shortage of personnel (both professional and non-professional) to organise the documentation of materials at the centre.

#### **The National Commission on Culture - W.E.B. Du Bois Memorial Centre For Pan African Culture**

As one of the agencies of the National Commission on Culture, the W.E.B. Du Bois Memorial Centre for Pan African Culture was



established on 2nd November, 1985. The centre is the research and documentation unit of the National Commission on Culture. It has a modest research reference library and also organises seminars, symposia and lectures.

One major mandate of the centre is the promotion of research into various aspects of Pan African Culture. The centre has films and video cassettes depicting the activities of the Mau-Mau of Kenya; the End of the British Empire; and various ceremonies that take place at the centre. The centre also undertakes study tours for visiting groups especially for foreign visitors, to places of interest in Ghana.

In addition to various recordings, the centre also has a collection of portraits or pictures of Pan Africanists, dead or alive. Among these are portraits of Dr. W.E.B. Du Bois; Dr. Kwame Nkrumah; Samora Machel; Ahmed Sekou Toure; Leopold Senghor; George Padmore and Martin Luther King Jnr.

As with the case of the Documentation Centre at the Institute of African Studies, this centre is also faced with acute financial problems to carry out some of its projects. The Research and Documentation Unit of the Centre is also seriously under-staffed and therefore it is less effective than it would have been.

#### **George Padmore Research Library on African Affairs**

The George Padmore Research Library on African Affairs was established in June, 1961 under the name Padmore Research Library. But after the 1966 coup which overthrew the Nkrumah regime, the library was renamed Research Library on African Affairs. However, on 27th June, 1992, the library was renamed George Padmore Research Library on African Affairs, combining some aspects of the previous two names.

The library has played a very important role in the documentation process of Africa as a whole. It aims at collecting, storing and disseminating materials on Africa irrespective of language. It also serves as a centre for research into the life of African people.

This library began a series of oral documentation in the early 1980s. The project involved mainly the interviewing of prominent Ghanaians and Africanists who had some interest in the colonial struggles. Unfortunately, this project ceased when the then librarian, Mr. De-Heer resigned. Nothing significant has been done in this area after his departure.



### Individual Collections

Apart from the documentation centres described above, some individual researchers have their own private oral documentations. Notable among these, is Professor J.H. Kwābena Nketia of the University of Ghana. These collections however, come from scholars based in University Departments and Institutes, thereby making access to the collections difficult for the general public.

### THE WAY FORWARD

There is no doubt that there is a need for libraries and archives in Ghana to place a more serious emphasis on oral documentation. As a first step, it is expected that academic libraries in Ghana would be in the best position for initiating oral records programmes in the country. Libraries and archives in the modern sense, are still in their infancy in Ghana. However, academic libraries seem to be in the lead in terms of development. These libraries are staffed with professionals of wide ranging subject backgrounds such as literature, history, sociology and anthropology. They also have specialists in these areas in their faculties. Therefore, they have the necessary environment for locating and documenting oral records.

When compared to the costs of adding other information products to library and archive collections, the cost of funding the production of oral data can be staggering. In the light of continually escalating costs for all operations of academic and research institutions in Ghana, it is apparent that if any institution is to establish an oral data programme, it would need to seek funding from philanthropic and other granting agencies. Funding from more than one source is recommended.

Whether the programme's objectives are to support the curricula, collect materials that are of interest to the community, supplement the collection of the library, or fill a certain gap in the written record, it should do so in accordance to its written and clearly defined policies. Considering the mere availability of interviewees or the interests of the staff or director of the programme as reasons for exploring a certain topic will not be appropriate.

There are a wide variety of media to communicate and preserve oral tradition in Africa. These media vary from the old and time-honoured, to the new, and very experimental. They include tape and disc recordings as well as films. These should be selected carefully to ensure that only equipment that can be repaired and serviced by local technicians are acquired.



With the situation in Ghana, it is suggested that technical services be delegated to the University library's technical services department. This should be considered, whether the programme is autonomous or a part of the library.

The involvement of other departments in the University in the work of the programme is very essential. The Institute of African Studies for example, has a course in oral literature for the masters degree students. Post-graduate students in other departments such as Library and Archival Studies, History, Sociology and Anthropology could be required to take courses in oral literature. Such students could then be encouraged to choose topics for interviews already identified by the documentation centre. They could even use the centre's resources for their research.

It is also suggested that libraries in Ghana should train their personnel who traditionally service collections to enhance their understanding of oral records as an alternative method of information provision in libraries. The Department of Library and Archival Studies at the University of Ghana should include courses in oral records in its programme.

It may also be necessary to seek expert advice before starting such a programme in Ghana. Libraries should establish some relations with some foreign institutions with related interests so as to help in the coordination and development of the programme.

Each university library in Ghana should have a law enjoining researchers, masters and doctoral students to deposit copies with translations of their field tape recordings in an academic library. All institutions collecting oral literature should publish the descriptive list of their holdings so that these can be known and used by researchers.

When properly established and functioning, the oral records programme could supplement its income with projects on contract basis for organisations and institutions such as the Ghana Broadcasting Corporation and the National Commission on Culture. These activities will not only help in providing extra revenue, but will also serve as image-building ventures for the programme in particular, and the university at large.

#### CONCLUSION

This paper concludes with an admonition that African librarians and archivists, should reassess their roles in order to determine what meaningful contributions can be made to improve upon the research output on the continent. New



ways of information provision have to be found. This, of course, will require the complimentary use of indigenous knowledge and existing knowledge resources. Hence the need to seriously consider the proper management of oral records in libraries and archives in Africa

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A A ALEMNA



## BOOKSTACK MANAGEMENT IN NIGERIAN UNIVERSITY LIBRARIES

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### ABSTRACT

This paper examines bookstack management in Nigerian university libraries with special emphasis on shelving arrangement as it affects deployment of staff, shelf-reading programmes, timing, duration, training of shelvers and problems affecting efficient shelving of materials. A questionnaire designed for the purpose of collecting data was mailed to 28 libraries. Sixteen returned their copies. The data collected were analysed and the findings reveal that actual shelving is carried out mainly by junior clerical and para-professional staff while professional staff are responsible mainly for supervision and shelf reading. It was also revealed that shelving was carried out mainly in the morning and the duration ranges between 30 minutes and all-day long. The major problem affecting shelf reading was the deliberate hiding of books by users. The paper recommends among others, greater involvement of library professional staff in shelving so as to minimize user frustration.

### INTRODUCTION

Open access libraries serving the needs of hundreds of users daily are often confronted with the problem of ensuring that materials removed from their shelves are accurately and speedily re-shelved so as to minimize user frustration in locating them. This problem is even more pronounced in open access university libraries catering for the needs of thousands of students and faculty members. In the Nigerian context, this problem is further exacerbated by the near total reliance of university staff and students on the resources of their university libraries because of the poor state of library development.

Generally, open access university libraries place great emphasis on the administration of their shelving programmes. This task, which in most cases is carried out by staff and part-time shelvers is known as bookstack management. According to Rogers and Webers (1970):



The function of bookstack management is essentially custodial - maintaining the stock of book materials in an accurate arrangement so that various user groups may have efficient use of the collections. This is a major responsibility when the stack may house two or three million volumes and be open to several thousand readers.

In view of the importance of bookstack management to the overall achievement of the goals of university libraries, that is, the support of teaching, research and public service, it could be inferred that one of the major determinants of the efficiency of any open access university library is the state of its shelves in terms of how accurately books are shelved, the time-lag between the use of books and their re-shelving, the attitude of shelvees to their work as well as the efforts of management to ensure that problems associated with shelving are tackled on a continuing basis.

This localised study is therefore aimed at finding out how Nigerian open access university libraries manage their bookstacks in terms of:

- (i) which of the library departments is responsible for bookstack management ? ;
- (ii) what category of library personnel is responsible for shelving and in what capacities? ;
- (iii) distribution, timing and duration of shelving; and
- (iv) local responsibility for and manner of training of shelvees and problems affecting efficient shelving of library materials. The paper also gives suggestions on how bookstack management could be improved in Nigerian university libraries.

The literature of bookstack management in general and shelving in particular could be grouped into three for the purpose of this exercise. First are those which place emphasis on how to shelf effectively. One of the earliest manuals on this was by Jesse (1952), which has for long remained one of the basic text materials on how to organise shelving in libraries. More recent studies with the same emphasis include those by Stevens (1978), Morses and Kampas (1979), Kaemp and Eandi (1970), Benford (1976), Whatley (1977), and Schabo and Bruer (1989). One common feature that runs through the literature cited above is that they more or less stress the practical side of the shelving routine.



In the second category are those works concerned with efficient shelf-reading in libraries. This is in recognition of the importance of shelf-reading in preventing user frustration during searches for library materials. Some of these studies are localised as they described how the operation was carried out in particular libraries. Studies such as those by Bennett (1979), Puvogel (1988), Lowenberg (1989), and Banks (1990), fall into this category. Most of these studies concentrated on short-term special shelf-reading projects aimed at either correcting noticed deficiencies or building up models which could be tried out elsewhere.

A more technical approach to bookstack management based on stochastic models form the third category of the literature. Two of the main protagonists of model building for shelving and shelf-reading are Bookstein (1973) and Pendersen (1989). Realizing the limitations of wholesale impositions of the shelving practices of one library on the other, stochastic models of shelving were developed with the aim of taking care of the peculiarities of different libraries in arriving at shelving models best suited to them. Such models when locally applied could achieve the same outcome rate as in the original study or better still, it could be modified to achieve even a faster rate as reported by Banks (1990). Use of such models is predicated on such factors as user habits, types and motivation of shelvees, strategies for the movement of books, lighting, etc. These factors could never be the same in any two libraries. Consequently, blanket application of shelving models may not produce valid results.

Local studies on shelving in Nigerian libraries are scanty. This, however, does not mean that bookstack management and in particular shelving and shelf-reading have not been sources of administrative headaches to Nigerian university libraries. Indeed, more than anything else, books in these libraries are heavily used because there are very few backup libraries. Studies carried out by Agboola (1984) at the University of Lagos, Nigeria focused on the attitude of shelvees to their shelving assignment while another one by Ajileye (1984) used availability rates to identify sources of user frustration connected with inaccurate shelving of materials among others.

This study belongs to the second category already identified above which sought to find efficient methods of bookstack management. It does not, however, describe shelving of books per se, but places emphasis on the organisation of shelving in Nigerian university libraries. Similarities and otherwise in practice are highlighted and most importantly, problems which affect efficiency of operation are identified and suggestions on how to tackle them proffered.



### METHODOLOGY

A five-part questionnaire was devised by this researcher in the 1989/90 session to elicit information on management of bookstacks in the then existing federal and state-owned university libraries. The questionnaire was made as simple as possible so as to encourage respondents to complete and return immediately. In spite of this, the completed copies of the questionnaire used for this study was returned during the 1991/92 session. Sixteen of the 28 university libraries (57.14%) returned their duly completed questionnaire. Although not all the respondents were able to supply information on their student population, number registered, number of volumes in their collections as well as the number of books consulted and borrowed over a period of five years, all of them completed to a reasonable extent most of the sections relating to bookstack management.

### ANALYSIS OF DATA AND DISCUSSION

Data obtained from the study are grouped into five. In the first category are those which give background information such as student population, bookstock as well as book consulted and books borrowed from 1985/86 to 1989/90 sessions.

Since most of the respondents were not able to supply complete data for all the academic sessions under reference, figures given for the 1986/87 session were used because they were the most complete. However the data collected revealed that the student enrolment ranged from 700 at the Federal University of Technology, (FUT) Yola to 12,000 at the University of Lagos Library. While book stock at FUT Library, Yola was 5853 which ranked lowest among the 16 libraries, the University of Lagos Library stock was 320,000. The highest number of books consulted in any of the libraries during the period considered was 440,024. This was at Ahmadu Bello University Library, Zaria.

The second category of data obtained relates to the actual management of bookstacks. Table 1 shows the category of library personnel involved in shelving in the affected libraries while Table 2 indicates the nature of the involvement of professional staff. In the case of shelf-reading, Table 3 showed the different groups of library personnel assigned the responsibility.

Distribution, timing and duration of shelving form the third category of data obtained. All the respondents indicated that specific shelves are allocated to shelvees and the extent of the shelves depend on the degree of use. In addition to this practice, however, four (25%) of the respondents also allocate minimum number of books to be shelved by each shelvee during



TABLE 1

## CATEGORY OF PERSONNEL INVOLVED IN SHELVING

| Personnel                     | No. | %     |
|-------------------------------|-----|-------|
| Library assistants/attendants | 16  | 100   |
| Sub-professional staff        | 11  | 68.75 |
| Professional staff            | 8   | 50    |
| Students                      | 3   | 18.75 |
| Part-time employees           | 2   | 12.5  |

TABLE 2

## NATURE OF INVOLVEMENT OF PROFESSIONAL STAFF IN SHELVING

| Duties        | No. | %    |
|---------------|-----|------|
| Supervisors   | 16  | 100  |
| Shelf readers | 8   | 50   |
| Shelvers      | 1   | 6.25 |

TABLE 3

## PERSONNEL INVOLVED IN SHELF READING ASSIGNMENTS

| Personnel                                  | No. | %     |
|--------------------------------------------|-----|-------|
| Professional staff                         | 14  | 87.5  |
| Sub-professional staff                     | 16  | 100   |
| Library Assistants                         | 13  | 81.25 |
| library attendants/<br>clerical assistants | 10  | 62.5  |



any shelving operation. As far as timing is concerned, shelving takes place in the morning in 15 (93.75) of the libraries concerned. Another 10 (62.5%) of the libraries also shelve in the afternoon while evening time shelving is done in seven (43.25%) of the libraries.

Duration of shelving varies from 30 minutes (37.5%); one hour (62.5%); 90 minutes (6.25%); all day long (6.25%) to as long as necessary (12.5%). Where student assistants are employed, they are allowed to work on hourly basis and may clock up to two hours a day.

Related to timing and duration of shelving is the frequency of shelf-reading programmes. Thirteen (81.25%) of the responding libraries indicated that this takes place on daily basis; two (12.5%) on weekly basis; and one (6.25%) on quarterly basis. Categories of staff involved in shelf-reading include professional staff (87.5%); sub-professional staff (9100%); library assistants (75%); and clerical assistants/library attendants (62.5%). As far as the frequency of involvement of professional staff in shelf-reading is concerned, 56.25% of them are involved very often, 31.5% often and 37.5% occasionally.

Training of shelvees takes the combined form of formal instruction (100%); informal training (75%) and the use of training manuals (18.75%). The personnel responsible for the training are Readers' Service Librarian (56.25%); librarian in-charge of training (12.5%); experienced library assistants (56.25%); and all professional librarians (6.25%). From these responses, it is obvious that the affected libraries employ more than one method of training their staff. The same thing goes for those responsible for the training which is carried out by staff of various descriptions.

Accurate and timely shelving of materials is very important to library efficiency. Certain materials and human problems are known to affect this goal. Some of these problems were identified in the course of an earlier study by Agboola (1984) while more became apparent in the course of this study. Respondents were asked to identify which of these problems they also experienced in their libraries. Table 4 shows problems identified.

From the data presented, a clear picture of bookstack management situation in Nigerian university libraries as well as its attendant problems has emerged. In conformity with what obtains in university libraries elsewhere, bookstack management is the responsibility of the Readers' Services Departments in Nigerian university libraries without an exception.



Since shelving of books involves staff from other departments of the library, there is the problem of loyalty. This may manifest in the form of staff from other sections seeing shelving as a secondary assignment not to be taken too seriously particularly as the Readers' Services Librarian may not have a say when it comes to the assessment of the quality of work of such shelvers during promotion exercises.

TABLE 4

## SHELVING PROBLEMS

| Problem                                                        | No. of libraries affected | %     |
|----------------------------------------------------------------|---------------------------|-------|
| Hiding of books                                                | 15                        | 93.75 |
| Insufficient number of book trolleys                           | 13                        | 81.25 |
| Difficulties in the movement of consulted and returned books   | 12                        | 75    |
| Faded call numbers                                             | 11                        | 68.75 |
| Slight misshelving of books                                    | 10                        | 65    |
| Outright dumping of books                                      | 9                         | 56.25 |
| Insufficient number of shelvers                                | 9                         | 56.25 |
| Rapid turn-over of shelvers                                    | 7                         | 43.75 |
| Inadequate supervision of shelvers                             | 7                         | 43.75 |
| Inadequacy of shelving time                                    | 6                         | 37.50 |
| Backlogs of unshelved books                                    | 6                         | 37.50 |
| Creation of "personal collections" within the library by users | 5                         | 31.25 |
| Disinterested shelving staff                                   | 5                         | 31.25 |
| Inadequate provision of kick steps                             | 5                         | 31.25 |
| Height of shelves                                              | 5                         | 31.25 |
| Jam-packed shelves                                             | 4                         | 25    |
| Faking or swapping of call numbers                             | 2                         | 12.50 |

As shown in Table 1, practically all categories of staff are involved in shelving but the degree of involvement varies from library to library. The common denominator is that in all the libraries surveyed, all library assistants/attendants serve as prime book shelvers followed by sub-professional staff. It is significant to note that professional staff are involved in actual shelving in only one (6.25%) of the effected libraries.

Since professional staff are less involved in actual shelving the impression is created that it is a menial job fit only for clerical staff. This may adversely affect the quality of shelving, particularly if the supervisory role of the professionals is not enthusiastically carried out.



Shelf-reading is carried out by sub-professional staff, professional staff, library assistants and clerical assistants/library attendants in that order. The involvement of the first two categories of staff is indicative of the importance attached to this task in Nigerian university libraries. It is considered that professional and sub-professional staff are more aware of the implications of poor shelving of materials and are therefore likely to take this assignment more seriously. Related to this is the frequency of shelf-reading exercises. Majority of the libraries carry this out on daily basis. How effectively this is done cannot however, be determined as it is not one of the main interest areas of this study.

The formula used for shelving workload distribution in all the libraries appear to be similar, that is, the extent of use of sections of the collections and not the length of the shelves. This ensures that no shelve is made to shelve more books than he is likely to be able to cope with. The same end is achieved by allocating a minimum number of books to be shelved. Most importantly, since shelve are allocated specific shelves, monitoring of shelving quality is assured. Timing and duration of shelving are affected by climate and the quantity of human resources available to the libraries. Nigeria is in the humid tropics and since not all the university libraries are fully airconditioned or have functioning airconditioners in their stacks, most productive work is carried out in the morning before it gets too hot. Consequently, most libraries carry out shelving in the morning, some also in the afternoons and a few in the evenings. Generally, shelving lasts between 30 minutes and one hour. A few libraries, however, shelve all day long or for a long as necessary implying that they have permanent shelve in their employment.

It is significant to note that all the respondents have ways of training their shelve, formally and informally with the former taking the lead. The expectation that this training should be the sole responsibility of the Readers' Services department was, however, not upheld as practice differ from one library to the other. The use of training manuals by some of the libraries attests to the seriousness with which shelving is taken. Besides, it ensures uniformity in training as well as serves as a ready reference source of trainees.

From responses to the 17 identified shelving problems, it is obvious that certain hard to control factors such as inadequacy in the provision of facilities and insufficient number of shelve may mar efficient shelving operations. Such unco-operative attitudes of library users as deliberate hiding of books in little used areas and creation of "personalized collection of books in unlikely places in the library also



contribute in no small measure to the frustration of even the best planned bookstack management programmes. The current book famine in Nigeria, particularly in the area of tertiary level books, has exacerbated this problem as some university students now mutilate, steal or hide library book so as to ensure success for themselves in their examinations. This is because they cannot afford the prices of such books where they are available while their university libraries cannot afford to stock enough copies to go round.

### CONCLUSIONS AND RECOMMENDATIONS

From the foregoing, it is obvious that Nigerian university libraries place much premium on bookstack management as evident from the analysis and discussion of their responses to the questionnaire. There is a general uniformity in the section of the library, that is, Readers' Services Department, responsible for the administration of shelving. In most of the libraries surveyed library assistants, clerical staff and student assistants are responsible for actual shelving of books while the sub-professionals and professionals serve mainly as shelf-readers and supervisors. Extraneous factors such as lack of back-up libraries, poor provision of shelving facilities such as book trolleys and kicksteps, etc. as well as high prices of imported tertiary level textbooks have, however, created problems for the efficient management of bookstacks in Nigerian university libraries.

For more improved bookstack management, it is recommended that professional staff in Nigerian university libraries should interest themselves more in this important task than hitherto. The general picture in most of the libraries is that shelving is a menial job best left to clerical staff. This attitude, unfortunately, has made this cadre of staff apathetic to their shelving assignment with the result that little dedication and commitment is shown. Since the success of such other professional library tasks as acquisitions, cataloguing and indexing are hinged on the ready and timely availability of relevant materials on the shelves, it is important that library professionals should develop a more positive attitude to shelving supervision and control.

It has also been observed that fresh graduates from Nigerian library schools are hardly familiar with the bookstack management techniques needed for efficient supervision of shelvees. To improve this situation, it is recommended that Nigerian library schools should include in their curriculum courses aimed at not only imparting the skills, but also developing favourable attitude to shelving in their students.



For practising librarians, it is recommended that the Nigerian Library Association and its state chapters should arrange seminars and other training programmes aimed at improving bookstack management techniques in university and other libraries.

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## **A CRITIQUE OF THE RESOURCE CENTRE MODEL IN SOUTH AFRICA**

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### **ABSTRACT**

Community Resource Centres have contributed significantly in empowering deprived communities as part of the struggle for a democratic South Africa. As South Africa is now entering a new era of reconciliation and nation building, priorities are changing for many institutions especially those involved in the provision of social services. Public libraries will have to adopt a new image as they are not recognised in disadvantaged communities. They should transform their institutions and provide equal access to information for all. Community resource centres should also redefine goals and development strategies towards reconstruction and development. Public libraries and Community Resource Centres should shed their past and co-operate in the rebuilding of library and information services in South Africa.

### **INTRODUCTION**

Community Resource Centres (CRC's) have their origin in the need for community information. Community information relates to survival information and information used to solve daily practical problems in disadvantaged communities. This paper is a critique of community resource centres. The paper starts with an attempt to understand community resource centres, why they were formed and their methods of operation. The debates around CRC's, their problems, limitations and criticisms follow. Lastly, the paper focuses on the provision of Information Services to rural areas and suggests models for the future.

### **Understanding Community Resource Centres**

There are various definitions of what a Community Resource Centre is in the South African context. Fairer-Wessels (1993) suggests that there is no standard terminology for alternative information services and that various terms are used to describe them, for example the community library, the community centre, people's library and workers' library. However, she noted a variation in their aims and functions. The Natal Resource Centre Forum's definition of a community resource centre is: "A space or building which human and other resources in a variety of media



(e.g. books, journals, newspapers, film, slides, video and audio-cassettes, three dimensional objects etc) are arranged or made accessible in an appropriate manner for the purpose of empowering people through information dissemination, production, skills and resource sharing. A resource centre incorporates community involvement and participation at all levels. Learning and interaction occurs directly with the resources" (Natal Resource Centre Forum, 1992).

Resource centres do not constitute a homogenous group and three broad categories can be identified: those CRC's which serve a residential community and its civic and service organisation, for instance Mannenberg People's Centre and Woodlands People's Centre; aligned resource centres which perform a resource function within a larger service organisation that has a special focus and audience such as the Congress of South African Writers (COSAW); and Autonomous Resource Centres which operate along similar lines to 'aligned centres' but independently of any larger organization, such as Cape Town Trade Union Library for instance (Karlsson 1992).

#### **Why Community Resource Centres?**

Community Information Service in South Africa emerged as a result of the failure of the traditional public libraries to meet the needs of the black communities. This pattern has been repeated throughout Africa. Problems attributed to the inadequacy of the public library or its failure to achieve significance in African communities are identified by Sturges and Neill (1990) and Mchombu (1991). These authors criticise the imposition of a western library model with a total disregard for, or rejection of, the African culture and its own traditional information system. In the South African context a community resource centre may be seen as a response to the continuing dissatisfaction with the formal structure and an attempt to create local community controlled alternatives for addressing the problems that face communities (Lategan 1991). Resource centres could be seen as interventions in the political and educational crises that face South Africa, and also as a cultural strategy against cultural domination. Kaniki (1994) has presented a case for the continued existence and strengthening of community resource centres in South Africa. However Louw (1994) lamented the fact that community resource centres are not geared to providing community information services for survival.

#### **CHARACTERISTICS OF COMMUNITY RESOURCE CENTRES**

A survey carried out by the National Education Policy Investigation (NEPI) researchers covering 94 of the estimated 120 Resource Centres in South Africa indicate the following:



34% are in the Cape predominantly in the Cape Peninsula, 25% are in the Transvaal, 25% are in Natal, 5.4% serve solely the rural areas and only 10% have an additional branch, mobile service or depot. Many of the older and more established resource centres are located in the central business districts (CBD's) of large metropolitan centres. Many users living in the township, therefore have to travel long distances with public transport to use these CBD resource centres. The directory of the South African Resource Centres shows that a growing number are now being established in the townships so as to be more accessible to the majority of users (Karlsson, 1993).

Resource centres are not part of the formal library and information infrastructure, and are funded by non-governmental organizations, communities and donors both local and foreign. Many resource centres face possible closure as their organised sources of funding have shifted emphasis from their previous defined anti-apartheid objectives. This means that despite important contributions resource centres have made and continue to make to local communities, they may be in jeopardy. The increasing recognition of the resource centre sector within the field of library and information science however, generally suggests that some centres could become part of the established library and information system at least with regard to funding.

An unpublished survey of non-specialised CRC's revealed that the majority of users are male in the 18-30 year age group, speak an African language and are students. Resource centres may be staffed by a qualified librarian, but generally they are staffed by many non-professionals and volunteers. Many reasons account for this amongst which are: salary structures and employment conditions which fail to attract professionals; inadequate training of professional librarians in terms of meeting the grassroots of the communities, and the view of CRC parent bodies that political sensitivity and acknowledgement of the needs of user communities, are a higher priority than professional skills.

In general, resource centres open during business hours, although there are some which open for half the day. It is very rare for them to open at night or during weekends. Several resource centres offer specialised service to their staff, with limited public access. Their collections and services are only available by arrangement. This means that they offer very little access to communities. Both the Natal Resource Centre Forum and the Inter Resource Forum (Western Cape) offer from time to time, training courses and workshops which are not accredited. With the mushrooming of independent resource centres throughout South



Africa a greater need for training for resource centre workers emerged. It is from this perceived need that Community Resource Centre Training Project (CRCTP) was developed. CRCTP was an independent project linked to the Department of Information Studies, University of Natal (Pietermaritzburg). While the training was drawn from the work of the department, for most part it had deviated from that provided for traditional libraries and resulted in the development of innovative training methods and extended the framework of information provision. The provision of appropriate and meaningful follow-up, for course participants was identified as a challenge facing CRCTP (Dreyer, 1991).

Resource centres have seen their role as that of proactive information providers. They have thus attempted to provide services which cater for the development of relevant resource collections; repacked information to make it accessible and relevant and provide referral services; provide user training to ensure full use of all resources available. CRC's are vehicles for community development and therefore provide facilities that are needed by communities. Such facilities include activities hall, pre-school centre, conference and workshop facilities, advice and referral centre and study centre.

Community resource centres are community based and managed by community members. A community resource centre like the community centre of which it is a part, is controlled, owned and sustained by residents. The project is self-governing and decides on its own constitution and policy. The participating parties determine the activities, the services to be provided and the methods to be adopted.

#### ISSUES AFFECTING COMMUNITY RESOURCE CENTRES

Many of the problems of CRC's today originate from their nature and history and the effect of transformation and birth of a new democracy in South Africa. CRC's were born during the apartheid era and one of their aims was to build and strengthen community based organisations whose aims were the overthrow of apartheid and the building of a more socially aware representative structure. They have also contributed to the democratic struggle through the engagement with disadvantaged communities in the form of popular non-formal education. Therefore transformation and the birth of a New South Africa is likely to affect their future role and functions. Debate has been centred around the issue of whether CRC's could be an alternative formal library and information system in South Africa. The National Education



Policy investigation (1992) has outlined some of its views in this regard. As already noted above they argue that CRC's offer only a partial solution to the problem of information provision, especially in relation to rural areas. Statistics of their distribution suggest that the significant contributions have been qualitative rather than quantitative. They further suggest that CRC's do not pose a viable alternative to the formal sector as they complement traditional library and information services. Lategan (1989) however, explains that it was perceived from the beginning that CRC's were not replacing the library information services' formal structure but were facilities supplementary to formal education or social service system, and were not part of, or a substitute for such a system. Thus Lategan's statement also addresses arguments that say, alternative information services were actually entrenching the status quo.

### Funding

Resource centres have always had problems with funds, since they do not have a stable financial base, but the situation has deteriorated since the beginning of the nineties. Resource centres are actually facing a crisis as far as funds are concerned. Vienings (1993) is a former trainer at the Education Resource and Information Project (ERIP) at the University of Western Cape and she gives an account of reasons for the situation: the period of transformation has shifted motivation for donors from the goal of oppositional politics to an interest in projects which support development and reconstruction; for example, donors who have funded resource centres in the 1980's because of their commitment to anti-apartheid activities now demand more detailed and an ongoing evaluation of the programmes they were funding. Their evaluation criteria for a successful programme include goals which are orientated towards reconstruction and development with the emphasis on hard skills training, rather than information through education; the fact that public libraries have begun to show a willingness to transform themselves into a more appropriate service and unbanned political and community organizations can now collect and disseminate their own information and they do not have to rely on resource centres. Political organizations can also conduct their own political education. The perception is that without the dynamic link to educational programmes, resource centres based in disadvantaged communities where the level of literacy and education is low are not able to survive as mini-libraries and therefore their role is uncertain. Lastly, Vienings points out that many resource centres are faced with the questions: Are the CRC's going to collapse completely and leave the dissemination of popular community knowledge and information



to public libraries which had failed to play this role in the past? Are they going to transform themselves to play a different role within communities? And are they to remain as small specialised information centres, in the service of their larger umbrella NGO's? Their loose structure has also contributed to their problems in getting funds as a national organisation.

#### **Availability of Training Staff**

Availability of trained personnel has always been a key problem in resource centres. Resource centres use mostly non-professional volunteers from the community as workers in resource centres. Nassimibeni (1991) identified the severity of the problem as she appeals to universities to consider offering useful skills to non-professionals working in resource centres by means, other than the formal degree and diploma courses available. Some of the schools of library and information science (LIS) have responded to the call, for example the Department of Information Studies, University of Natal (Pietermaritzburg), hence the formation of the former Community Resource Centre Training Project (CRCTP). Another problem reported by workers of resource centres is that they are overworked and are over-burdened. The problem of training personnel in resource centres is not only a South African problem. Rosenberg (1993) questions the problem of staff in rural community resource centres and considers it as ironical and contradictory. Rosenberg contends that the general assumption is that rural community resource centres (RCRC) can be run by persons with a minimum of educational qualifications, but the reality of the work that should be done in a RCRC requires a high powered librarian since it is diverse and multifaceted. It entails, for example: providing service to people who are using information service for the first time; acquisition of materials is a problematic operation in rural areas than urban areas; financing a centre which must rely on aid and donation demands skills in financial management; selection and repackaging of appropriate and relevant information and providing advice and referral services and much more. Another problem that has contributed to the skill's shortage is the reluctance of professionals to work in rural areas and above all a problem of security which originates from an unstable funding base in resource centres. The situation could improve if resource centres could acquire funds from the state.

#### **Sustainability**

The question of sustainability is a problem plaguing our resource centres. Rosenberg's view of rural community resource centres (RCRC) in Africa does not hold out much hope. She portrays them as having a certain classic life cycle of about two years. Their



birth is followed by a year or two of rapid growth, which is followed by a period of slow decline, which is accompanied by theft, departure of the initiators, loss of interest among staff and users. Sometimes this stage continues indefinitely but often a final stage is reached when all remaining resources are stolen, damaged and the premises and staff are allocated to another activity. Rosenberg believes that long term sustainability can only be provided by a stable ongoing administrative structure that will support the centre and make provision for its future activities. Although the public library fits as an institution for this purpose, its history makes it doubtful as a viable option. She suggests local, non-governmental organization (NGO's) and churches as a possibility. Lastly, Rosenberg emphasized that sustainability is a factor that does not disappear and must be considered before any rural service is established (Rosenberg 1993).

#### **Impact in Focus**

One of the criticisms levelled against CRC's is their insignificant impact in the rural areas where the need is greatest. Töttemeyer (1993) quotes NECC (1992) as saying only 5,4% of the existing resource centres established by the NGO's as part of the democratic movement, are serving 16,5 million people deprived in rural areas. Another criticism by Töttemeyer centres around information provision. Töttemeyer argues that the hierarchical structure of the five top layers is not acceptable as even a poor, illiterate person needs all of them simultaneously. Töttemeyer therefore emphasizes that it is a wrong assumption that developing communities need mainly coping and survival information and no fiction to feed the imagination and stimulate creativity. Töttemeyer cites Boon (1992) who contends that there are individuals and communities in developing communities and countries with the desire for personal fulfilment which means information needs can be basic as well as sophisticated. She therefore believes that resource centres providing only non-fictional learning, coping and survival materials are making a mistake.

#### **PROVISION OF INFORMATION SERVICES TO RURAL AREAS**

The future of information provision in rural areas seems to be promising. The First National Resource Centre Conference in 1991 recognised the fact that rural areas have been particularly deprived of information and resources and that in the equitable distribution of information such groups need to be particularly addressed. Donors are now focused on financing the Reconstruction and Development Programme (RDP) in deprived communities. For library and information services, implementing the RDP will have



to mean targeting rural areas as the areas of greatest need. The pertinent debates around the issue of rural information service are the following:

Is there a separate agenda for rural areas? Are methods of meeting information needs of rural people different from those used in the urban areas? These issues bring us to the issue of information needs. Manaka (1986) views information needs of people as a response to the situation in which people find themselves. Manaka therefore dismisses definitions which label information needs as black needs or white needs. For example, information needs of people living in the rural areas should help them adapt and survive in the rural areas. A rural person who goes to the city to look for a job finds himself in a different situation. Information needs changes. The new information needs to help the person to adapt to the realities of urban life. So even in rural areas information needs are not static. Under the current circumstance where there is very minimal provision of information centres, rural areas require a separate agenda to address their specific deprivation. However, methods of meeting information needs differ according to different communities and individuals. One of the problems posed about rural areas is that there is little research on information seeking patterns of rural people and the only material that exists, dictate their information needs and how they should be provided. Rural areas have over the past year seen an interesting increase in the establishment of non-governmental resource centres (Samuels, 1992). This has been amongst others, an outcome of changing priorities of donor organisations which are responding to political changes taking place. Most of these rural centres are established and are supported by urban based organisations. They have been forced to embrace rural development as a priority on their agenda. The problems of the existing rural resource centres can be summarised as follows: most rural resource centres seem to be replicas of their urban based counterparts; urban based organisations cannot help but reproduce themselves in the training and development of rural resources because the urban reality is very different to rural, and urban resource centres are reproducing themselves in a fundamentally different context; urban based centres seem to be prescriptive in their rural interventions based on the "we know best notion" many rural centres pursue specialistic interest encouraged by their urban counterparts at the expense of a wide range of problems and needs in their deprived communities. However, it has been argued that specialisation is sometimes as a result of limited financial resources and sponsors themselves are most often ignorant of rural reality and tend to analyse projects from an urban perspective (Samuels, 1992). However, Samuels suggests that rural resource centres need to develop strategic networks with each other and should work towards relying less on urban base



organizations. It is the author's view that gender specific or specialised services cannot be prioritised in the light of severe deprivation in rural areas. On the question of sustainability, Samuels suggests the delivery of information that informs, guides and shapes development parallel with concrete projects. Rural areas are faced with concrete problems, such as poverty, illiteracy, education, unemployment. Concrete solutions are therefore necessary. An information worker who was imparting information on how to cure a certain disease in the Guinea Coast, was asked by the people to actually cure the disease and not just give information. Mchombu advises that the dynamics of rural development must 'dictate' how the information strategy is put together through participatory methodologies. The acquisition of basic skills and technological skills should be part of the rural resource centre training.

Without the technological skills, especially communication skills, rural people will remain isolated. There is an urgent need in South Africa to establish development resource centres in rural areas where access to information is desperately required.

#### MODELS FOR THE FUTURE PUBLIC LIBRARY vs COMMUNITY RESOURCE CENTRES

The question that is being debated in library and information science circles is whether some closer relationship is possible between public libraries and community information services. The provision of information for all citizens in a country is the fundamental responsibility of the state and in South Africa at the moment, the need is greatest to redress the inequalities of provision in the past. The responsibility for the public library to ensure access of information for all is documented in the UNESCO Public Library Manifesto. In South Africa, libraries like all other social institutions, were located and developed to serve the needs of the white elite, catering for literate readers in a western cultural context and the majority of South Africans have been deliberately deprived access to education and information. Libraries are seen as change agents with the information and skills to empower people to improve the circumstances of their lives, as places with a role to play in the achievement of just, humane and democratic societies (Wyley, 1993). To be able to take on this massive task, given their history, public libraries need to engage in a process of transformation: Firstly, they need to take the path that has been taken by other institutions like universities. Public libraries should change their image and engage themselves in the Africanisation and indigenisation of information centres. The concepts means a shift from a Eurocentric world view to one that



affirms the environment as South African and African. Pitsa (1991) suggests that rigorous changes should take place in areas such as collection development and policies, decision making processes, allocation of resources etc. He further advocates that a process of "Decolonising the nation's resources". He explains that information services in South Africa have been manipulated in the oppression of people and reflect a service of an educated elite modelled on Eurocentric values. A complete transformation of the library system is required not just opening the profession and members to all races. Finally he recommends a national information system that takes into account information needs of the country in its entirety. Work needs to be done on re-orientation and re-training of information professionals. Training has been geared to the needs of the traditional public library which is passive in nature. They now have to practise information provision that is proactive and involved more with users than books. They also had to cope with the realities of a changed clientele. Public libraries could learn a lot from community resource centres in the delivery of community information services. They should learn from their democratic principles in management, using the bottom-up approach, consultation, flexibility, user friendliness and proactivity for instance. This view is supported by Vienings (1993) who says, "if we are serious about creating a public library that is rooted in the African experience, that has relevance for the majority of people living in South Africa then it must suit and help to rectify problems and weaknesses that black communities are facing, as a result of apartheid. The experience of resource centres may help to point us in the right direction."

#### CONCLUSION

Like public libraries, resource centres were born during the apartheid era for a specific purpose. Now they have to operate in the post-apartheid era. They also need to evaluate their programmes, transform themselves and redefine new goals. They need to improve their weaknesses of the past and implement criticisms that are constructive. CRC's still have a major role to play in the post-apartheid era especially in the provision of information for the disadvantaged majority. As the emphasis of development is shifting to most deprived communities, the rural areas, resource centres are the best people to handle this problem because of their experience, approach and image in disadvantaged communities. Probably the CRC's are the best people to implement the Reconstruction and Development Plan for library and information services (RDP-LIS). The Government of national unity could have the credibility needed to, for example, play a large role in funding the CRCs. This would increase stability and strengthen continuity as long term goals can be planned.



Libraries and community resource centres were divided by apartheid which forced them to operate on a parallel basis. Now that apartheid has been destroyed, many opinions favour that the two should merge, co-operate with each other in the building of LIS and the provision of information for all.

For example it was one of the resolutions of the Resource Centre Conference in 1991 to increase liaison with public libraries and their governing bodies in order to increase impact on change in the provision of equitable, appropriate and relevant information and resources to all. A positive note from the Director of Library and Museum Services, Transvaal Provincial Administration on the future challenges to libraries make a worthwhile conclusion:

I ask you, can a service such as the Transvaal Provincial Library Service tackle the problem of empowering people through libraries, go it alone? The answer is an emphatic NO. Co-operation, consultation, the pooling of resources, knowledge and experience, has now become of utmost importance. We can no longer afford the luxury of bureaucratic power basis. All of us in the playing field, academic, special, provincial and public libraries, resource centres, media centres and other organisations should at this stage sit around the table and offer our services for empowerment. As a profession we share a common responsibility for empowering people through libraries. That must be our mission to the 21st century. Libraries and librarians change lives (Hansen, 1993).

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## LIBRARY SERVICES TO THE GRASSROOTS IN DEVELOPING COUNTRIES: A REVISIONIST APPROACH

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### ABSTRACT

This paper is a critical examination of the model of library services to the grassroots bequeathed to the developing countries. It asserts that, the library, in spite of the various experiments made at providing information at the grassroots level, has failed to touch the lives of majority of our citizenry because of poor conception of its mission and its irrelevancy to the needs and aspirations of the illiterate masses, who live at the grassroots. In revisiting the issue of library provision at the grassroots the paper explores new dimensions of relevance and emphasize on a conceptual approach that de-institutionalizes the librarian and pulls down the traditional library walls.

### INTRODUCTION

As the administrative, political, social, cultural and other structures and institutions bequeathed to developing countries by colonial masters begin to crumble or fail to yield the intended results, questions are being asked about the workability or the relevance of these models in the African context. For instance, curriculum planners are questioning the relevance of an educational curriculum that breeds indiscipline rather than break-through in scientific research, while political scientists are yet to find answers to the instability of the political systems inherited by developing countries. This trend is also true of our libraries which have not succeeded in eliminating or reducing at an appreciable level, the illiteracy level at the grassroots even though we have been promised literacy for all by the year 2000. Other supposedly derivable benefits from library provision at the grassroots seem to be eluding us.

In revisiting the issues associated with library provision at the grassroots level, the paper does not attempt to provide a model or blue print but merely offers some thought on this topic, in the hope that it could generate further discussion thereby eventually leading to the provision of a model or blueprint for library services to the grassroots.



### LIBRARY PROVISION AT THE GRASSROOTS

It is assumed in developing countries, that the rural population require information to enhance development at that level. This school of thought see the existence of two worlds - the developed and the developing or less developed countries characterized by the abundance of information on the one hand, and its absence or lack of it on the other. The information rich countries have, through its use, advanced technologically while the information poor countries are yet to find their feet. The often prescribed panacea for this ailment by developing countries is through the process of "catching up" by the provision of developmental information particularly, at the grassroots level for rural transformation.

Librarians are intrigued by the roles they can play in this development process particularly, as they reckon that the library is a major vehicle for the dissemination of information. They therefore argue for the need for rural library services to support and sustain the educational, cultural, economic, social, political and other programmes designed to improve the living conditions in the rural areas (Omoniwa, 1986). The modus operandi is through the use of a net-work of rural libraries springing from the Head-quarters (centralized) or the use of any of the following methods designed to bring library services to hitherto unreached areas:

- (a) postal library services
- (b) the book box services
- (c) mobile library services
- (d) book centre
- (e) library service to literacy programmes
- (f) branch library services
- (g) library service to extension programmes
- (h) school library programmes (Omoniwa, 1986).

Librarians have dissipated a lot of energy in the attempt to prove the central role the library should play in information provision for national development. In Nigeria, for instance, "Library and Information Services to the Grassroots" was the theme of the 1986 conference of the Nigerian Library Association (Kaduna State Chapter) while the papers presented at the 31st National Conference of the Association in 1993 were dominated by information provision roles of the library.

Information is seen by librarians as the pivot around which development revolves, and the library, its vehicle. The development model employed is that if information is provided to the rural dwellers (the farmers, bricklayers, carpenters, fisherman etc) they would necessarily respond positively and the supposition is that development would have taken place in these



rural areas. No wonder development has not taken place and our rural dwellers are not experiencing any improved living conditions. In providing library services to the rural population, the librarian usually operates from his privileged position in urban centres without any input from the intended beneficiary. The assumption has been that the rural populace need libraries to fight illiteracy, among other things, and therefore we proceed to extend services to them using models employed in more advanced countries such as branch libraries, mobile libraries etc.

Thus when we talk of rural libraries we, in effect, are talking of urban libraries (or replica?) in rural areas. Often, librarians insist that services to the peasantry must conform with those at the urban centres - standard library buildings, shelves and properly catalogued and classified books.

Since ours is not a functionally literate society, a rural library concept based largely on the print media has no relevance to the illiterate masses at the grassroots. And this is the concept of the library institution bequeathed to us by the colonial masters - a concept deeply rooted on western culture. We often fail to take cognisance of this fact and to plan for the needs of our community as dictated by our local on-the-spot realities. Herein lies the genesis of the irrelevance of our libraries to the needs of the rural populace.

#### **DO THE RURAL POPULATION BENEFIT FROM THESE SERVICES?**

This library as is presently organized, is a literacy based facility "parachuted" into the developing countries by the colonial masters. Since this type of library provision is literacy based, its failure is analyzed in terms of the literacy level of the peasants rather than its relevance to needs and aspirations of the peasants at the grassroots level. The assumption, therefore is that the provision of libraries in rural areas would necessarily raise the literacy level of peasants to enable them benefit from the services. It is this "civilizing" mission of the library more than anything else that accounts for the establishment of branch libraries. More often than not, these branch libraries aimed at taking the library message to the people failed to achieve the intended results. When such happen, the tendency is to explain it away by taking refuge in poor financing, inaccessible roads and, of course, mass illiteracy without necessarily questioning the effectiveness of the library in delivering information to the rural communities.



The assumption that are generally made in library provision at the grassroots level is that people necessarily read; the second is that these people need the information contained in these books in the library to sustain their lives. Often librarians are oblivious of the fact that:

only children attending school or in apprenticeships, or students, ever go into the libraries. Among adults exercising a profession or a trade, very few choose reading to fill their spare time, or only exceptionally, as when they need to read for a professional examination. It is merely presumed that people read. (Aithnard, 1987).

It has been observed that even in the more advanced western societies, reading for leisure is a characteristic hobby of the middle class (Benge 1970).

Librarians in developing countries are either ignorant of the challenges facing the library as an information centre, or are merely trying to gain recognition and status by claiming to have a central role to play in virtually everything under the sun. A study in the United States of America identified an estimated 1.6 million information professionals in that country of which librarians represent only 160,000 or 10% (King et al, 1980).

This goes to prove that the library has lost its monopoly of information professionals. The library is not and has never been a popular source of information. As it is presently organized, to say the library has important information provision roles to play at the grassroots level is to deny the obvious. Aithnard put it more succinctly when he said:

By the way it (the library) is organized, and the ritual it uses and imposes on others, it brings to mind in some degree the ceremonial of classical museums, those holy places of culture which one enters on a tip-toe in a religious silence. This attitude to culture is far removed from that of most of developing countries, especially, in Africa. It is even quite the opposite of their attitudes, to the extent that in Africa, traditional culture, which remains vigorous in rural areas... relies on other senses and uses other forms of expression particularly oral expression, music and gesture (Aithnard 1989).

Since the library did not grow naturally from our cultural setting, we cannot mesh its services into all the creases and



configuration of our communities (Agada, 1986). This is, perhaps, where the irrelevance of the library to our rural populace lies! Libraries should be seen first and foremost, as means to information and any attempt to impose either the format in which information is coded or the language, and other packaging infrastructures is, to say the least, forcing square pegs into round holes. It follows, therefore, that to benefit from library services at the grassroots level, a new conceptualization to the design and service delivery is imperative. Can we not accept the "conditionalities" for establishing rural libraries and the provision of desired services while rejecting the standard model of library provision?

#### THE RURAL "LIBRARY"

Before going into the description of our rural library, it is pertinent to define its intended population of users. A few excerpts will suffice:

- (a) They are mostly non-literates and constitute about 70% of the population of this country... They constitute the backbone of our agricultural economy. The former Northern Elements Progressive Union would label them the "talakawas" or in the words of Frantz Fanon, "the wretched of the earth" or the "nobodies" (Nwafor, 1986).
- (b) Most of the adult population did not receive any form of education. Most of the villagers are farmers, either full-time or part-time basis. Some people are engaged in petty trading, carpentry, hunting, drumming, bricklaying, laundry, black smithing and bicycle repair (Aboyade, 1984).
- (c) The illiterate is a mother who has to trust someone else to read her letter from her absent son and give him/her replies. The illiterate is a farmer who cannot decipher the simple instructions which could save his crop from disaster. The illiterate is a mother whose baby is dying of some malady which the poster on the wall tells how to prevent or cure (Baregu, 1977).

Since these people are not among the traditional users of our libraries, it would require some re-structuring or the provision of some special services to make them benefit from library services. The question to ask at this stage is: what kind of "library" can be planned for the rural population such that they will derive full benefits from its services?



A rural library in the sense of a building equipped with reading tables, books and audio visuals is highly irrelevant in the rural areas. Aboyade noted that even with pictures and such other visual representation, it is well known that a full appreciation of messages by rural dwellers depends to a large extent on their level of education or what they have been taught to expect from standard pictorial representation of realities. It follows, therefore, that to benefit from library services a new approach to the design, information packaging, and service delivery is imperative.

The fundamental problem of the rural populace is not literacy but information to enable them improve in their various occupations. What is needed is not a library but a clearing house activity which would coordinate community problems and queries and link same with resources. Ogunshye underscores this point when she said:

*We need to get out of the conventional groove of libraries for the educated elite to multi-media centres and information bureau services for the farmers, the artisans and workers at the grassroots. Information/media resource centres should replace our public libraries. Our special libraries should become specialized information consolidation as well as referral centres identifying information sources and referring clients to centres relevant to their needs (Ogunshye, 1984).*

The "library" may just be the "librarian's" operational base which in this case, may be just his office, or "a community centre" "an integrated civic centre", or "equivalent of our village square" and consultations with the librarian could as well be meeting him on the street or in any of the above places.

According to Navalani (1990) the traditional model of public library, is mostly print media based in the developed countries. The Third World countries are mimicking this model, without analyzing the social cues of our environment. We are basing library services on the actual media use behaviour of the information rich, hardly giving a thought that pattern of use will vary by group based on differences in social norms. The result is that we cannot reach the non-adopters (illiterates) of the printed media (Navalani, 1990).

In this set-up the "library" plays the role of an information and referral centre. After-all, the library is not necessarily the best source of information. In the village, the elders, clan meetings, age groups, dance groups, the town crier are all sources of information.



But library in this set up is likened to the Open University or University of the Air which provides University education without necessarily the physical structures. But how can the librarian operate without libraries?

Like in most other professions, the practitioners of our profession are town-based. If library services are to have any meaning for the rural populace our pre-occupation must be to develop a strategy of rural library services. The emphasis would be to create a completely new breed of "barefoot librarians" or "oral librarians" with a strong sense of purpose and who will see service in the rural areas as a challenge. This is a marked departure from the present arm-chair role of the librarian who sits tight in his office, expecting clients to come to the library to consult or borrow from his collection. Arm-chair librarians should be deemed deadwoods ready for pruning.

The new breed or rural librarians would have to take a cue from the business world and learn to play the salesman who goes out to the streets to demonstrate to potential customers the quality and usefulness of, and the need for his products. The rural librarian should also play the insurance broker who acts as a catalyst between customers and their choice of insurance policies. What is being emphasized is de-institutionalization of the "librarian" who may even take on some other name.

In this new role the librarian is an information consultant, a counsellor, a broker and link - all rolled into one. His duties would include helping to motivate the rural populace to articulate their problems and helping to connect them with sources of information or refer them to sources that would be useful in providing the necessary information. Rather than surround himself with books (which would largely be for his references, anyway) the librarian would maintain records or files of a myriad of information (data bank) obtained from a variety of sources, print, non-print, oral traditions etc. on identified needs of the community.

#### CONCLUSION

The issues involved in the provision of library services to the rural populace are much more than that of format of information presentation. It is not just the question of books versus audio-visuals. In our situation, majority of our rural dwellers are unable to read and write so that the provision of books even at the most elementary level, is not the answer. Audio visuals are useful but the infrastructural and financial base for such ventures are lacking at the moment.



Those who speak of this multi-media approach to library services to the rural populace conceive of a library in the physical form of it, in which such materials are stocked to provide information. The major issue here is that of relevance. The rural populace will not patronize such a library if they suspect that its resources are unable to solve their problem.

Our model is that of a library without walls, something akin to an open University, and yet able to provide services that meet the needs of the rural populace. The model is that of a librarian who does not necessarily have to operate from a library but is actively involved in information and referral functions by establishing and maintaining up-to-date files on health, agriculture, carpentry, bricklaying, government programmes by collaborative work with other agencies and personnel. Such information must be related to identified problems in the community and should be disseminated through collaborative efforts with other agencies and through the traditional channels of information-network such as the age and dance-groups.

In reaching out to the rural populace, we must recognize our peculiarities and level of development and tailor our services to meeting local demands. The familiar traditional western models of library services may not necessarily be the answer. We have to search for a model that is distinctly indigenous, that makes allowances for our uniqueness.

The issues involved in extending library and information services to the rural communities have implication for library education. Library education will have to develop a programme that will not only be internationally acceptable but will have enough local content to produce that unique individual variously called, "oral librarian", "barefoot librarian", "information consultant", "information broker", "linkage", or "floating librarian".



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## STRATEGY FOR ENHANCING THE STATUS AND IMAGE OF ACADEMIC LIBRARIANS IN AFRICA

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### ABSTRACT

This paper discusses the problem of status and image of academic librarians. It acknowledges that though libraries in universities are highly valued by both planners and users of these academic institutions, the human beings that manage these services are often marginalised. The sources of this marginalisation are identified and the paper suggests that the problem could be reduced if librarians in these institutions exploited the human, material and structural resources at their disposal strategically. Four major characteristics of academic libraries are identified as providing the best opportunities to escape from this marginalisation. Finally, the paper discusses in detail what librarians at the Copperbelt University have done or are doing to enhance their status and image by reflecting on the successes achieved.

### INTRODUCTION

In library circles in British universities, one of the oft quoted statements to highlight the significance of the library in the University originates from the University Grants Committee (UGC) report of 1921 which described the relationship as follows:

*The character and efficiency of a university may be gauged by its treatment of its central organ - the library. We regard the fullest provision for library maintenance as the primary and most vital need in the equipment of the university. (Higham, 1980)*

Fifty-five years later, the UGC was still of the same view when in 1976 the Atkinson Report on Capital provision for university libraries maintained that:



*The Library is the core of the university. As a resource it occupies the central and primary place because it serves all the functions of a university - teaching and research, the creation of new knowledge and the transmission to posterity of the learning and culture of the present and the past. (Higham, 1980)*

Considering the long history and influence British universities have had the world over, and considering also that the UGC consists largely of senior university teachers and administrators, these sentiments are serious reassurances to university librarians throughout the world of the high regard teaching university staff, as well as managers, have for the services they provide.

University education has a common significance the world over. That such education is largely resource-based and individualistic, and therefore heavily dependent on the 'central organ' - the library, has also become a universally accepted phenomenon. Higham (1980) however, warns against assuming that because the university community cares about the library it also cares about librarians. Whereas logic dictates that the link should be automatically recognized, this has not always been the case in practice. Higham (1980) therefore advises that librarians should work on the fundamental principle that they have no fundamental right to claim the respect of the university populace, but must endeavour to earn it. He further advises:

*The service we provide and the improvements we introduce represent a continuous earning of that respect, and it is not easy work. (Higham, 1980).*

That it is not easy work implies that there are many challenges that academic librarians must face in order to be appreciated. It is also by what librarians do, not only for the improvement of the service they provide, but for the improvement of the image of their profession that respect from colleagues in teaching ranks will be earned, and job satisfaction achieved.

#### CHARACTERISTICS AND CHALLENGES OF ACADEMIC LIBRARIANSHIP

The mission of the university as an academic institution is to concern itself with academic pursuits such as teaching, research and the generation of new knowledge and the transmission to posterity of the learning and culture of the present and the past. As a consequence, the university environment can be described as being perpetually dynamic. This is because of the continuous consumption and recycling of information whose common end-product is change. The major question to be asked is, to



what extent is the academic librarian part of the force behind that change? To what extent is he part of the team responsible for this dynamism in the university environment? Indeed, to what extent is the librarian part of what universities do?

The most prominent characteristic of the academic librarian, like his counterparts in other types of libraries is what Neill (1991) has referred to as 'the marginalised workforce'. This marginalisation may be institutional in that its origins may be traced to the institution's legislation, or the service contract documentation. Thus the local University Act or the Conditions of Service document may contain statements that discriminate the various categories of staff. Marginalisation of academic librarians may also be due to the local socio-political dynamics on campus which may encourage the emergence or existence of extremist supremacist pressure groups. Teaching staff may, for example, deliberately pursue a supremacist attitude towards non-teaching categories of staff, including librarians. If librarians succumb to such pressures and become either passive, subservient or acquiescent then they will inadvertently contribute to their own marginalisation. They will have chosen to be marginalised. In the final analysis, librarians themselves hold the key to removing this stigma of marginalisation. Nobody else will remove it for them, or without their involvement.

Although the academic librarian tends to experience the same marginalisation as his counterparts in other types of libraries, there are certain features in an academic environment which provide opportunities for escape. In the first place universities operate on a committee style of governance. Such a style provides several opportunities and avenues for representation of views of various interest groups be they departments, committees, or even pressure groups. Along with the style of governance, is the advantage of an academic environment which tends to thrive on logical ideas regardless of their origins. Secondly, university libraries by design employ very highly qualified librarians. In most universities, librarianship is a graduate profession, meaning that all professional ranks are reserved for staff with postgraduate qualifications. Thirdly as a consequence of how university libraries are managed, the various specialised departments lead to the employment of very large numbers of such highly qualified staff. Situations have at times presented themselves where numbers have been depended upon to influence decisions. Finally, university libraries are usually equipped with modern and very highly sophisticated facilities both for processing and accessing information. This equipment as well as other structural facilities that go with them, also provide



opportunities for academic librarians to make themselves needed. In my view, these four characteristics hold the escape routes from marginalisation.

In the first place, the committee style of university governance provides avenues for librarians to channel their opinions regarding their status in the institution. Universities are established under special Acts of parliament in which the status of different categories of employees is specified. The University councils on the other hand, are the custodians of these Acts and are ultimately responsible for suggesting amendments to such Acts. University councils also have several sub-committees through which suggestions are channelled. Unfortunately it is at these levels that the influence of librarians has remained lamentably lacking. It must therefore be appreciated that the university management structure is amenable to logical ideas and must therefore be adequately exploited to influence change. What is therefore basically required is for librarians to make a case for themselves, and present it to relevant committees of Council to deliberate on. In most cases this avenue is not adequately exploited.

With a large concentration of highly qualified staff, opportunities for improving and updating services to users emerge. The starting point is a deliberate attempt to do well and professionally that which is supposed to be done. Academic routines such as collection development can be more professionally organised with the active participation of the teaching staff. This means that information resources should be more collectively and carefully selected using the modern idea of the 'generic book' when confronted with the problem of format. Ultimately, users must be provided with information in whatever format it may happen to be produced in. User services should also be better organised and enhanced with distinct identification of collections and facilities. Subject librarians in collaboration with specialists from teaching ranks can be drawn into professionalising and consolidating reference services. The working tools themselves can also be updated to facilitate more sophisticated methods of information retrieval such as those made available through automated systems. Respect for academic librarians is therefore dependent on satisfaction derived from the provision of a modern and efficient service that will cut down the searching time of the user. Such a service is only possible where there is a concentration of qualified manpower that is well managed and motivated. It must also be appreciated that wherever there is a large number of people sharing the same concerns there also is the potential for creation of a pressure group.



Apart from demonstrating that they can do what they have been trained to do very efficiently, academic librarians should also be innovative and demonstrate that they have comparable capacity as their teaching colleagues to conduct research, publish or indeed teach subjects related to information management. It is very common to hear fellow librarians trying to justify their actions for not being able to publish, offer consultancy services or indeed conduct research. The problem is that when such excuses become the norm even where opportunities have been known to be abundant, they have created a credibility gap between claimed qualifications and performance results. Those teaching staff critical of what librarians do may therefore be excused for considering librarians incapable of performing such 'advanced' academic tasks. Librarians seem to have the unusual knack for creating evidence against themselves through either acquiescence or blind subservience.

In an academic environment, publishing, research and consultancy constitute a major sector of preoccupation for the professionally qualified. It is through these activities that academics sustain their professional competence. Without proactive attention to these important tasks, as Penland and Mathai (1988) put it, burnout not only occurs, but rapidly spreads to other members of the library staff. Academic librarians must realize that burnout is a condition that progressively diminishes professional competence because of its negative impact on motivation, enthusiasm and energy and is consequently very difficult to reverse. It is therefore the responsibility of academic librarians to appreciate that survival in an academic environment is dependant upon continuously performing those tasks associated with academia, and not just clinging on to some ageing paper qualifications.

University libraries are also endowed with other resources usually unavailable to other types of libraries. These often include purpose-built buildings with all the appropriate fixtures and distinct demarcations between departments and services. These buildings may also have such facilities as auditoriums and conference rooms. They may also have fitted modern audio-visual equipment or overhead projectors, or even computers with both local and international network connectivity. These resources, and many others not mentioned here, are basically at the disposal of library staff to use in order to maximize their efficiency. However they also provide the potential for librarians to both improve and extend their services as well as enhance their professional image among those that they serve.



It must be realized that though academic libraries have a long tradition of being expenditure areas of their parent institutions, they also possess some potential for income generation. This potential lies both in the facilities they possess as well as in the staff professional abilities. Library facilities such as auditoriums, conference rooms, or equipment such as projectors, audio-visuals etc., could be made available on hire to organizers of short courses, workshops and seminars during vacation time when not needed for teaching purposes. Such hiring could bring in some modest funds that would go a long way in supplementing the official budget. Qualified staff can, on the other hand, be utilised as either resource persons at workshops, seminars and short courses, or as consultants or researchers for projects either locally or externally funded. All these efforts amount to a deliberate shift towards pro-active management of academic library services.

All in all, the university library therefore has human, material and structural resources at its disposal. If academic librarians are able to utilize these resources strategically, they will not only enhance their image, but will earn some respect from both their teaching colleagues as well as the university management. The most important challenge for academic librarians is to recognize these opportunities and make the most of them. In discussing the strategies for improving the image of academic librarians I will draw from the experience of the Copperbelt University Library, Zambia.

#### THE COPPERBELT UNIVERSITY AND ITS LIBRARY

The history of the Copperbelt University Library (CBUL) dates back to 1987 when, through a statutory instrument the then Minister of Higher Education established this university as a separate institution from the University of Zambia. Up till then and since 1978 this University had existed as the Ndola campus of the University of Zambia sharing facilities with the largely under utilised Zambia Institute of Technology (ZIT). The establishment of the Copperbelt University was in one way a delinkage of Ndola Campus from the University of Zambia, as well as being the integration of the Zambia Institute of Technology into the new University. What this development resulted in was the re-organization and rationalization of the resources of the two institutions into the Copperbelt University.

As regards libraries of these two previously separate institutions, the solution was amalgamation of resources, and integration of staff into the university establishment. All former ZIT employees were given the option of joining the



University or be redeployed to other Colleges under the Department of Technical Education and Vocational Training (DTEVT). The majority opted to join the new University. The overall impact on the staffing situation was however not that significant because most lacked the relevant qualifications for senior appointments. The initial challenge the library faced was the doubling up of resources and clientele, without a matching increase in professional staff appointments. The staffing problem only started to subside in 1991, whereas the integration and review of the combined collection was completed in nine months from August 1989 to April 1990. From this point onwards, the library proceeded with normal development without further reference to the re-organization problems of the collections of the two previous institutions.

#### **The Historical Perspective of Marginalization of librarians at CBU.**

The history of the status of academic librarians in Zambia dates back to 1966 when the first university, the University of Zambia (UNZA) was established. It is however, not the intention of this paper to discuss the entire history of transformations since then, suffice to say that they were many and complex. It is important to note that at the time of inception of the Copperbelt University in 1987, some limited form of institutional marginalisation was inherited from UNZA federal days. According to the 1987 Copperbelt University Act, CAP.19: Section 26, only the University Librarian was singled out as being academic among all his staff. On the other hand, the 'Terms and Conditions of Service for Academic and Senior Administrative Staff' document reviewed the same year included other senior library staff in this definition. Sensing the pressure on the University Council to reverse and align its conditions of service document to the University Act, the affected senior library staff mobilised and put pressure on Council not only to recognize them as also being academic, but to include appropriate statements in the review of the University Act. Indeed, by the time the revised Act was published in 1992, all institutional marginalisation of senior library staff had been completely removed, thereby concluding a battle that had been raging for about sixteen years. The CBU Council readily accepted the presentations made by the senior library staff. Thus the current University Act, CAP.26:1992, section 32(2)(f) does state categorically that academic staff shall also include "the Librarian and other library staff designated by the Council as academic members of staff..." (Univ. Act, 1992).

On the socio-political scene the situation has not been as successful for librarians. Some members of the teaching staff, especially those newly initiated to academic ranks have frequently expressed their disquiet about sharing their status



with librarians. As a result they have also made their own representations to the University Council to reverse what librarians had just achieved. Even the job evaluation exercise commissioned in 1993 (the second since the University was established in 1987), is believed in some campus circles to have been targeted at gathering sufficient evidence to challenge Council on the status of librarians. It would appear this far however that Council has successfully defended its stand on the inclusion of librarians in its definition of academic staff. What this writer believes is that the validity of the arguments and facts advanced to the University Council by CBU library staff in 1989 have withstood the test of time. To illustrate the distortion in perception and the extent of discomfort suffered by some teaching staff over the status of librarians, some teaching staff even influenced the dissolution of the CBU Senior Staff Association, and replaced it with a more explicit and exclusive association called the CBU Lecturers and Researchers Association. This was later renamed Copperbelt University Academic Association by those intent on normalizing the situation. There is obviously a very big difference between the way these radical teaching staff, and the rest, in the way they perceive what constitutes an academic. Whereas these colleagues limit themselves to what happens in a classroom situation as being academic, the rest of the academic world has a much broader view because of the very nature of university education. Learning in a university is not only restricted to the classroom situation, but is possible in various other situations especially in the library. If this were not so, the wise men of the UGC quoted at the beginning of this discussion would not have identified the library as being 'the core of the university'.

Ultimately it is the librarians that facilitate learning in the library through their professional skills of documentation, document arrangement, information retrieval, selective dissemination of information etc. The senior CBU library staff have since not sat on their laurels following the achievement of the redesignation. They have deliberately kept themselves busy introducing and consolidating relevant tasks associated with academic responsibility. They have deliberately avoided direct confrontation with the offended teaching staff, unless where such confrontation has been inevitable. It is their decided opinion that it is not so much what they say in an argument that will vindicate them, but what they do to contribute to what the University is expected to do to achieve its mission. What the CBU senior library staff have come to learn over the long period they have been fighting institutional marginalisation is the fact that it is not enough to just claim a status, but that one must deserve it by working for it. Consequently, they have planned and performed their tasks with the mission of an academic institution as their guiding principle. The tasks discussed below illustrate this point.



### **The Significance of Annual Stock Reviews**

In general, stock reviews are not strange undertakings in university libraries. What has often been the problem with most academic libraries, especially in developing countries is the presence of technical and logistical problems associated with this exercise. Usually these problems have resulted in this exercise being ignored altogether. At the Copperbelt University Library, however, stock reviews are considered as imperative annual fact gathering exercises.

Admittedly the collection is still small not to present major problems. However, the exercise is mandatory because a lot of information necessary for planning is derived from such exercises. This information has proved necessary not only for planning in general, but also for revision of regulations, reviewing of collection development strategies, and even in determining improvements to processing techniques and procedures. Thus, except for the period 1989-90 when the process of integration rendered stock reviewing impracticable, stock reviews at CBU have been conducted annually. They have been considered as academic evaluations of the collection, as the overall data compiled includes the following:-

- Update on the current size of the collection;
- Comparative annual growth rate of the collection;
- Number, type, pattern and value of losses;
- Rate and pattern of wear and tear on resources;
- Overall state of the collection in relation to obsolescence and physical condition;
- User behaviour;
- Accuracy and up-to-datedness of catalogue records;
- Effects of remedial measures taken the previous years.

The overall effect of these stock review exercises is that the library management is put in control of the collection because of the empowerment from the data compiled annually. With this kind of data the Librarian is able to advise accordingly all the teaching staff on matters related to the collection, because he has all the relevant facts.

### **The significance of the Collection Development Committee**

In the experience of the Copperbelt University library, stock review reports have compiled a lot of vital information pertinent to collection development. Such information as, type, pattern and value of losses, wear and tear patterns, rate of obsolescence and user behaviour enable the Collection Development Committee to



fulfil some of its terms of reference. Established in 1993 following a recommendation from the Senate Library Committee the previous year, the Collection Development Committee is comprised of the Deputy Librarian as its chairman, the Head of Technical Services and the Acquisitions Librarian, and representatives from senior teaching staff from all the Schools. The terms of reference of this committee are many and broad in coverage. What is significant about these terms of reference is that they are aimed at achieving and enhancing cooperation and collaboration between teaching and library staff in the selection and procurement of information resources that facilitate learning, teaching and research in the university. These interactions between teaching and library staff facilitated by this committee have had the overall effect of breaking down some psychological barriers that existed between the two groups. Instead, mutual respect has emerged and a sense of teamwork towards achieving the same goal has also developed. These interactions, though initially induced by the creation of a formal committee, have given both sides a broader and perhaps clearer perception of what constitutes academic responsibility in the university and the extent to which various professional groups contribute.

#### **The Significance of User Education and Bibliographic Instruction Courses.**

As early as 1986, the need to introduce a User Education Programme was established. (Lungu, 1990). Although the original idea was to offer this programme as a course in conjunction with the schools, only the school of Environmental Studies embraced it as a component of their Communication Skills course. From the library side the consequences of the uneven distribution of this resource soon became apparent. Whereas students from the School that embraced the User Education course experienced less problems when using the library, the rest of the students not only experienced a lot of problems, but also created headaches for the library staff. It is these headaches that eventually influenced the library to introduce a Bibliographic Instruction programme for the rest of the students. Unfortunately, although this programme was introduced after a careful needs assessment study, some unforeseen problems, such as clashes with scheduled courses taught by part-time lecturers in the evenings, led to its premature suspension. Plans are still under way to re-introduce the programme after sorting out the problems experienced. The course will be offered independently of any formal faculty programmes. Bibliographic instruction, whether formally or informally taught, provides users with improved awareness of the resources available as well as improved skills for consulting them. The need for either User Education or Bibliographic



Instruction courses provides academic librarians with the opportunity to participate in active teaching. Results of such teaching may not necessarily be measured in a formal assessment such as a test, however the skills acquired through this programme are immediately applicable to the study of the other subjects offered in the University. Such skills tend to last an individual his entire lifetime. At Copperbelt University, the formal User Education course is assessable whereas the informal one is not.

### **The Significance of the Reference Service**

To back-up this formal approach to educating users, the Reference Service had to be formally put in place as from 1990. Owing to previous staffing and space problems, this service was not formally offered before. Owing to the novelty of the idea to our own staff, the task was scheduled to be performed by all professional staff on a rotational basis. The reason for this approach was to accord all the staff equal exposure so as to establish natural aptitude as well as create a broad base of proficient reference librarians with a common understanding of the needs of the users. Similarly, the users were expected to be attracted to this service through recognizing the seriousness with which it was offered through the involvement of all professional staff in the library. In order to bring about improvements to the service, it has been evaluated every year since 1991. This reference service is, in the final analysis intended to enhance staff-user interaction through personalised attention to users' needs. Bibliographic Instruction and Reference work are closely related as they both encourage users picking up valuable skills to help them access information they need. When carefully and strategically administered, they both equip the individual with relevant skills for what is typical to University education - independent learning.

### **Publishing and Research.**

In the five years from 1989 to 1993, the team of eight academic librarians from the Copperbelt University has contributed 51 publications to literature on library and information science. Whereas Some of these contributions have been published in local as well as in international journals and books, others have been issued as papers at seminars and conferences both at home and abroad. The University Librarian and his deputy between them contributed 39 of the 51 publications. During the period considered, the publication pattern was fairly consistent as 11 publications were published in 1989. The number of publications for the other years are stated here in parentheses, : 1990 (9) 1991 (5), 1992 (11), 1993 (14). Regardless of the actual distribution of authorship, with the two top officials leading



by example, 51 publications by 8 authors in 5 years is a record yet unmatched by any of the existing schools. The universal survival code for academics is 'publish or perish', and it is evident from the above statistics that the academic librarians at CBU have survived reasonably successfully. Indeed, with a record like that, these librarians, in my opinion deserve their existence in an academic environment. It is therefore not surprising that the University Librarian was conferred with the title of professor by the University senate.

To encourage this involvement in research and publishing, it was decided at the beginning of 1993 that the CBU library management should create a Library Seminars and Research Committee under the chairmanship of the Deputy Librarian. This two-in-one committee was charged with the responsibility of organizing workshops and seminars, as well as approve and supervise research conducted by library staff. So far, four research projects identified by staff themselves have been approved.

Currently, three more topics have been submitted and are awaiting scrutiny by the committee. Initial arrangements are that the Librarian and his deputy will edit the resultant research reports. Arrangements will be made for those that merit publishing to be submitted elsewhere for the same. It is also important to note that researchers receive some formal support and encouragement from the department. All approved research is funded by the department which has a special budget for the purpose. Researchers are also supported with departmental secretarial services and are allowed limited time to concentrate on their research. This is because these tasks are considered as part and parcel of their job description.

Additionally, the Library Seminars and Research Committee has also organised two seminars and one workshop so far. The first seminar held in June 1993, focused on library collection management in institutions of higher learning. The workshop held for two weeks in January 1994 was more of a training module for library assistants in various types of libraries who had never had the opportunity to receive formal training. The aim of such a training module was to equip this category of staff with basic library skills in order to reduce their dependence on constant supervision. The seminar held in November 1994 focused on the role of special libraries in a liberalized economy. Apart from the response to these events being overwhelming in terms of attendance, a modest financial gain was recorded from them. The feeling of participants at these events was that they should be mounted regularly because they were extremely informative.

Whereas seminars and workshops have provided Copperbelt University Library Staff with the opportunities to share their



expertise with colleagues from other types of libraries, research results and other publications have no doubt contributed to the store of library literature available for consultation. As members of the University community, the academic librarians have thus contributed to fulfilling part of the mission of the University which is to generate new information and transmit it to posterity.

### Consultancy

The copperbelt University library staff have not yet been involved in any serious consultancies. Some opportunities have arisen but have lacked serious financial commitment from the possible clients. With the liberalization of the Zambian economy, perhaps new opportunities may arise and though the library does not have a full complement of professionally qualified staff, some limited potential for consultancy services does exist.

### CONCLUSION

At the Copperbelt University, academic librarians have tried to demonstrate what could be achieved through adopting a pro-active approach to their academic responsibilities. With such achievements, it is difficult to develop a complex about marginalisation because they have carved out a niche in the university environment which is not only acknowledged but also respected. It is such a pro-active approach that will earn librarians a respectable position on the university team that is responsible for the dynamism and change taking place in the University - they are active participants in determining the vision and direction of what takes universities to respond to the needs of society. Naturally, it is debatable whether indeed because of what they have done, Copperbelt University librarians have earned the respect of their teaching colleagues. What is paramount, however, is that whatever attribute may be ascribed to academic staff is equally applicable to these librarians because their achievements have created in them a sense of identity that is very comparable to their teaching colleagues.

There is no doubt that given the platform, some individual librarians are not only capable of defending their status, but can achieve so much for themselves personally. However, much as individual achievement is commendable and should be encouraged, it is paramount that at the current level of the development of the profession, status and respect should accrue to the profession and not just to individuals. It follows that if this has to be achieved, co-operation and competition with teaching colleagues should be encouraged. It is what comes out of such co-operation and competition that will largely be responsible for what status or respect the two groups give to each other.



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C B M LUNGU



## SHORT COMMUNICATIONS

### THE RELEVANCE OF CATALOGUING-IN-PUBLICATION (CIP) DATA FOR AFRICAN LIBRARIANS AND PUBLISHERS

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#### INTRODUCTION

Many African scholars have in different academic settings berated the impact of colonialism, imperialism and neo-colonialist influences on political and economic well-being of African nations. However, on the social scene, particularly the educational sector, one can assert that there is significant positive impact of education on national development in most African countries. This economic gain in terms of manpower development can be traced genuinely to colonial administration and immediate post-colonial independence era, when educational standard could reasonably be adjudged to be at its highest in terms of educational provision, infrastructural facilities and curriculum development.

In the search for relevance, various facets of our social systems in Africa have come under scrutiny in order to determine how best to either manage or chart new courses in our nations' destiny (Lawal, 1993). Specifically, librarians and publishers constitute the core of promoting educational change in the society. Arguably, other competing professional sectors such as teaching and religion (moral values) may lay claim at the forefront of promoting societal change but the crucial profound factor remains that of preservation and dissemination of knowledge through its depositories libraries.

Africa is a non-print oriented society. Nevertheless rekindling the interests of literate members of the society in reading of published materials sometimes resides in making available advance information of what is in-print and how these can be classified for information access. No library can be thoroughly exploited without comprehensive listing of its contents in terms of books, maps, serials, etc. The catalogue therefore provides access to all forms of collection in a given library. With regards to published items, the notable features of bibliographic



description include the author, title, volume/edition, place of publication, publisher, data of publication and the tracing i.e. subject classification. The construction of efficient catalogues has been held to be the most characteristic duty of a librarian, as well as the one which calls for his highest skills.

One important and major aspect of international standards, within the ambit of Universal Bibliographical Control (UBC), is centralised cataloguing which is usually greatly assisted by the inclusion of chosen classification scheme number and subject tracings in many books. According to Ita (1986) 'such control naturally calls for the standardization of bibliographic data presentation and transfer methodologies at national level to facilitate the communication of bibliographic information nationally, regionally and internationally'. Cataloguing-In-Publication data (CIP) has aided, in no small measure, standard entries on general or basic textbooks within the concept of International Standard Bibliographic Descriptions (ISBD's).

### CIP Origins and Perspectives

CIP is a programme established by the Library of Congress (LC) of the U.S.A. in July 1971, covering at least 10,000 title, wherein participating publishers provide the LC with galleys and/or descriptive form matter from their books from which professional cataloguing data is prepared by LC in their current publications. Usually, this was done by having books catalogued in advance by the LC from page proofs and data sheets provided by the publishers, the objectives being to catalogue all books at once, at a centralised point, using standardized methods. For instance, books with CIP data contain a catalogue entry on the verso of the title page, consisting of the author(s), short title, notes, subject-headings, added entry headings, LC Call number, Dewey Classification class number and since 1991, Special Scheme Numbers such as the World Health Organisation (WHO) Library Cataloguing-In-Publication Data with National Library of Medicine (NLM) classification, and LC Card number.

The Americans, who are originators of the CIP, were not alone in experimenting with centralised cataloguing programmes. For many years the Melbourne Firm of F.W. Cheshire & Co. reproduced, in some of its books, catalogue cards prepared by the University of Melbourne, Australia. There have also been similar attempts in New Zealand, and Brazil, and in the former USSR (now Russia) many publications contain cataloguing data in the form of a colophon.

Wolf (1976) has reported on the Cataloguing-In-Publication programme of the Deutsche Bibliothek, Frankfurt, Germany and



found that considerable advantages are derived from the CIP project by all concerned.

The British widened the perspective of CIP when the CIP service for publications was introduced early 1970s. The present writer was in attendance when on 10th December, 1975, Michael Hamilton, Head of the CIP office at the British Library visited Birmingham to give a talk on CIP. According to Hamilton, the object of CIP was to provide advanced information, professionally compiled, of newly published British books. This includes classification and subject data, and would appear on MARC (machine readable catalogue) tapes, in the British National Bibliography (BNB) and in the book itself. At the time of Mr. Hamilton's visit, bibliographic records were not available fast enough to meet the demands of libraries, which required information in advance for the purposes of acquisition, cataloguing and classification. Faced with a long wait for such details, libraries were either forced to build up arrears of unprocessed books, or to catalogue themselves, thus spending time and resources on a task already performed centrally. Hence, the introduction of the CIP into Britain proved to be a long awaited but welcome development in the general control and recording of publications in the English language.

In 1976, publishers in Britain were invited to participate in the CIP programme by sending to the CIP office details of forthcoming books well in advance of publication. The materials were then catalogued and the data returned to the publisher for printing in the book. Since then the scheme had operated successfully as the same data returned to the publisher as with the addition of an estimated price and a projected date of publication which appears in the weekly B.N.B. and on the weekly MARC tape. When a copy of the book is deposited in the Copyright Receipt office of the British Library, the catalogue entry is automatically completed and re-issued. This entry constitutes the full authoritative description of the published book.

#### CIP in Nigeria

Ideally, the agency responsible for CIP, within the confines of bibliographic services and control is the National Library. Nigeria has a national library established by the National Library Act 1964 and subsequently strengthened and expanded through provision of the National Library Decree, 1970. Since then the National Library has spread its tentacles in organisational functions. For instance, it has a Bibliographic Services Division where problems of data control and standardisation of catalogue entries are tackled. However, in



Africa, the bane of library professional services resides in our inability to effectively fulfil the task of producing national bibliographic record and offering of professional cataloguing service to other libraries. As a case in point in Nigeria, legal deposit laws for publications are flouted by publishers and other producers of information such as government agencies, individuals and private printers. This group hoard important publications, reports and other printed state documents in spite of the existence of deposit laws or threat of prosecution. However, it has been asserted in the literature that many publishers now willingly apply to the National Library for allocation of ISBN or ISSN and conclusively, that registration of publishers in this way brings them closer to the National Library and encourage more voluntary compliance with the provisions of the various deposit legislation (Ita, 1986).

Elsewhere in the literature, Lawal (1986) reported on how the National Library of Nigeria embraces as part of its functions the Universal Bibliographic Control (UBC) Scheme with the mandate 'to make universally and promptly available, in a form which is internationally acceptable, basic bibliographic data on all publications issued in all countries'. A persistent problem of implementation is the irregularity of issue of the National Bibliography of Nigeria (NBN). With regards to the CIP, an important element of the data is the ISBN - International Standard Book Number. The National Library of Nigeria is the ISBN agency for Nigeria and has stepped up activity in this direction by liaising with the ISBN's Nigeria ISBN Index since 1974. By 1982, 286 publishers have been registered throughout Nigeria. However, when one contrasts the total number of materials received under the Nigerian Deposit Laws and listed in NBN for the period 1962-1982, then it becomes clear that most publishers and other institutions producing various documents have complied with the legal depository laws. For instance, from the given total of 14,232 published items received, 81.7% (or 11,633 official / non-official published items) were in English language. At least one third of the items in English language should have contained CIP data as indeed for the ones in Nigeria and other languages. The overall total of 14,232 titles from 286 publishers is itself indicative of the serious situation confronting the National Library in respect of bibliographic control coupled with the attendant problem of lack of cataloguing information in standardised format.

The National Library of Nigeria maintains the CIP office for Nigeria and has been directing Nigerian publishers on how to complete CIP Data sheets. Presently, however, cursory look at books published on various subjects by major publishers in the country such as Ibadan University Press, Macmillan, Heinemann,



University Press Ltd., Africana-Fep publishers, Onibonoje Press, Fourth Dimension Publishers, Daystar Press, Spectrum, Kraft, amongst others, reveals exclusion of CIP data which should bear the National Library of Nigeria imprint. In this context, African educational texts, literature and political history which constitute the core of African publishing do not embody CIP data. It can be argued that if the situation of book deposits improve, then the task of compiling CIP data for publishing information and cataloguing economy will be made easier. Authors such as Esezobor (1970) Olaitan (1972) and Oderinde (1976) have focused on the need to enforce depository laws. Similarly, Ita (1986) concurs by stating that more still has to be done to increase and widen awareness of the importance of a national depository for Nigerian publications both for their preservation and as a basis for their bibliographic control.

### Relevance

In Africa, and indeed globally, CIP is of utmost relevance for accessing book information. With the active cooperation of publishers, parties involved in the scheme libraries, booksellers and publishers, should all benefit. The producers of intellectual or recreational works need some means of access to the works of their predecessors and contemporaries, and they need some means of disseminating to others the works which they produce.

In Britain and the United States of America, the CIP has proved to be an effective means of promoting publishing information and enhancing cataloguing efficiency and accuracy in libraries. In Africa, its complete adoption would be of strategic importance to librarians and publishers. For instance, even at the time of writing, access to bibliographical information about what has been published on Africa and in Africa is severally limited. Our national libraries do not seem to have risen up completely to the challenge, perhaps, due to the multifarious problems of bibliographic control which is proving to be elusive in spite of legislation. Hans-Zell's *African Books in Print* (ABIP) commenced well listing over 6,000 English and African language titles from 188 Commercial and academic African publishers in 19 countries. Its supplement, the quarterly *African Book Publishing Record* (ABPR) also edited by Hans Zell and published in Oxford by Mansell, should have provided enough impetus and spring board for African librarians in meeting with the challenges of bibliographical information. As it is, few libraries hold the latest edition of ABIP.

The limitation of bibliographic control has therefore brought to the fore, the relevance of CIP which can be outlined as follows:



## CONCLUSION

The success and effectiveness of CIP data in Africa depends on the extent to which those in the book trade publishers, book sellers, librarians and documentalists are prepared to actively involve themselves in the CIP project. In this article, an attempt has been made so far to indicate the relevance of the CIP project to the work of librarians and publishing information. Advance printing information should no longer be seen as a luxury to be afforded only in 'developed' countries such as U.K. and U.S.A. Though printing costs are rising daily and in phenomenal trend in Africa, governmental organizations could step in to fund CIP centres. For instance, national libraries have a profound role to play in this regard and they should include this important aspect of library work in their departmental budgets. The establishment of the National Information and Documentation Centre (NIDOC) in the National library of Nigeria is a step in the right direction and one must hope that in addition to preparing abstracts and indexes, attention will be brought to focus on enhancing library's relationship with publishers.

As Aje (1977) has patently observed, international standards are a necessity in bibliographic description. One can posit further and state that in the compilation and production of African national bibliographies as indeed the cataloguing of various texts, the CIP data is particularly relevant in promoting efficiency and saving costs.

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**School Library Resource Centres for Educational Excellence**, by P.O. Fayose. Ibadan: AENL Educational Publications, 1995. 158p. ISBN 978-2526-16-9. pkb.

There is a growing awareness of the importance of learning resources in the education of children and young adults all over the world. The concept of School Library Resource Centre (SLRC) has gained grounds in the developed world since the 1960s. But in Africa this concept is only now being recognised and accepted and school library development in many African countries is still in its infancy. Some school authorities and teachers fail to realise the importance of school libraries and are yet to take the development of school libraries seriously.

Dr. Fayose has written a book which emphasises the importance of SLRCs in the provision of educational excellence. Within six chapters, she deals with all the facets of establishing and developing SLRC. She starts by discussing trends in Nigerian education, tracing its development from traditional education right through to the merits of the new national policy on education. This is a good start for any book on SLRC, since the role and function of the SLRC depend on the emphasis which the education system of a nation places on it.

She discusses the role of information sources in the education process, providing examples of each type of source. To help school librarians to develop a balanced collection in the SLRC, she suggests reasonable percentages for books, non-book and audio-visual materials for primary and secondary school library collections.

No SLRC can function effectively without trained and qualified staff. She discusses the role of school librarians and supports the idea of dual qualification in teaching and library studies for school librarians. She proposes two programmes for school/teacher librarians: Teacher Librarian Certification Programme and a Four year Bachelor in Library Studies Programme.

Dr. Fayose identifies several reasons why pupils do not often use the information sources available in their school libraries, such as, lack of library skills; teachers providing all the notes for pupils; irrelevance of most of the sources. She advocates resource-based teaching and learning, and presents ideas for teaching library skills in primary and secondary schools together with some activities to practise the skills. Instructions in library and information skills are very useful in primary and secondary schools for they prepare pupils for later stages of education, help them to become independent learners, and also help them to use libraries and information sources more frequently.



School/Teacher Librarians about to set up a school library from scratch without assistance are usually faced with many problems, one of which is the selection of relevant information sources for their libraries. Dr. Fayose provides samples of books, periodicals, and other information sources which are useful in the SLRC for the nursery, primary, and secondary schools. Although she had Nigerian pupils in mind when she was compiling the list, school/teacher librarians in other African countries will find the materials useful and will use them as a base for their own selections.

Her ideas will help Nigeria and other African countries to achieve excellence in education through the SLRC. This book is recommended for all school/teacher librarians, lecturers and students in school library studies.

**Andrew J.B. Metzger**

Course Tutor

(School Library Studies Programme)

Department of Library and Information Studies.

University of Botswana



**Directory of Training Specialists in Agricultural Information.** Compiled by Jane S. Johnson and N. William Posnett with the collaboration of T. Niang and M.J. Jehl. Wageningen (Netherlands) : CTA, 1993, 188p. ISBN 92 9081 086 6

The Directory was compiled as a result of the meeting of the International Co-operation in the Training of Agricultural Librarians and Documentalists held in Rome, Italy in 1988. At that meeting, CTA and IDRC were mandated to study the possibility of publishing a list of persons with experience in the area of training of agricultural librarians and documentalists throughout the world. It was also expected that the directory would strengthen the General Programme for Education in Agricultural Information (PROGEFIA), the training programme of CTA. There are 422 persons listed in the directory of which 143 are resident in Africa.

The entries in the directory are arranged by country of residence in alphabetical order. There are three types of indexes in the directory. These are Name Index, Progefia Track Specialist Index and Geographical area of experience Index. For further information, contact Director: CTA, Postbus 380, 6700, AJ Wageningen, Netherlands or Director General, Information Sciences & Systems Division, IDRC, P.O.Box 8500, Ottawa, Ontario, Canada K1G 3H9.

**Bibliography of Canadian Master's Theses and Doctoral Dissertations on Africa, 1905-1993.** By Jose C. Curtio and Raymond R. Gervais. Montreal : Canadian Association of African Studies, 1994, 311p. ISBN 0 - 920184-14-6

The Bibliography covers all master's theses and doctoral dissertations on various topics on Africa submitted to Canadian Universities in Canada and those written by Canadians abroad. There are 3112 entries arranged by geographic area, then by linguistic area and finally by country. Of these, 72.7% are masters' theses while 27.3 are doctoral dissertations. About 22% of these entries are devoted to Africa as a whole and its five regions, while the remaining 2410 entries deal specifically with 51 countries in Africa. Nigeria has (326), Kenya (221), Ghana (213) and South Africa (172)

The entries appear in both English and French languages. Each entry contains the author, title of the study, type of award, the awarding institution and the date of award.

There are eight important tables in the bibliography. Some of the tables include *Theses and Dissertations Year by Year*, *Theses and Dissertations by Awarding Institutions*, *Theses and Dissertations by Region/Country/Topic* and *Theses and Dissertations by Discipline*. The bibliography has three types of indexes. These are author index, institutional index and subject index. For



further information contact Loy Dennis, Administrative Secretary, Canadian Association of African Studies, Universite de Montreal, C.P. 6128 Succ. A Montreal, Quebec, H3C 3J7, Canada.

**Librarians in Ghana : A Who's Who and Annotated Bibliography.**  
 Edited by Anaba A. Alemna. Accra: TypeCo, 1995 36p.

The Directory is in two parts. Part one contains biographical details of librarians in the country. There are 78 entries. It is arranged alphabetically. Part 2 gives an annotated bibliography of libraries and librarianship in Ghana, 1991-1994. It covers books, articles which appeared in professional literature, masters and doctoral dissertations submitted to universities in Ghana and abroad. Seventy two titles are listed. For further information contact Prof. A.A. Alemna, Department of Library and Archival Studies, University of Ghana, P.O.Box 60 Legon, Ghana.

**Reference Information Review: A Source Guide for Informationists and Managers.** Randburg (South Africa): Merit Information Services, 1995- ISSN 1023 2443

The review is to provide a forum for informationists and persons at managerial level in both public and private sectors in Southern African countries. It contains contributions in form of articles, notification of events, conferences and seminars and information regarding new publications, services and products. It is a monthly publication. For further information contact Andries Loux P.O.Box 3602 Randburg 2125, South Africa.



**PERSONALITY INTERVIEW WITH MRS. MASISI LEKAUKAU, DEPUTY PERMANENT SECRETARY ( CULTURE) MINISTRY OF LABOUR AND HOME AFFAIRS, BOTSWANA.**



MRS. MASISI LEKAUKAU

Mrs Masisi Lekaukau was born in 1948 in Botswana. She attended the University of Botswana, Lesotho and Swaziland and the University of Ghana, Legon. She holds BA (history and sociology) concurrent certificate in education and postgraduate diploma in archival studies. She joined Botswana National Archives in 1977 as Assistant Archivist. She was promoted in 1979 to Archivist and became Director in 1981. For her outstanding performance as the Director of National Archives and Records Services, she was elevated to the position of Deputy Permanent Secretary (Culture) in charge of Departments of Culture and Social welfare; National Library Services National Museum, Monuments and Art

Gallery; the Divisions of National Archives and Records Services and Civil Administration and Vital Events. Mrs. Lekaukau is professionally active, having served as a member of the executive committee of the International Council on Archives, 1988-92, member, History Advisory Board, University of Botswana; member, Department of Library and Information Studies Advisory Board, University of Botswana; member, Botswana National Cultural Council; Chairperson, National Archives Advisory Council 1981-1995; Treasurer, Eastern and Southern African Regional Branch on the International Council on Archives and Chairperson of the same organisation, 1991-93. Mrs. Lekaukau has many publications to her credit including *A Guide to the Public Archives of Botswana, Volume 1, 1885-1965*.

Mrs. Lekaukau has certainly played a leading role in the development of Archives in Southern Africa in general, and Botswana in particular. We are therefore pleased to ask her to share her professional experience with our readers.

*As the former Director of Botswana National Archives and Records Services, what were your major challenges ?*



My main challenges were staff development and improvement of the status of the National Archives and Records Services to make it similar to that of comparable departments like the National Library Service, National Museum, Monuments and Art Gallery.

What do you think is responsible for the lack of a training school for archivists and records managers in Southern Africa until recently ?

It is not quite correct to say that there has not been a training school for archivists and records managers until recently, South Africa has been training its archivists for a very long time. Countries like Swaziland, Lesotho and Namibia have trained their staff there. The Harare Polytechnic has also been running a course at certificate level for archives assistants and registry personnel since 1987. I learn that with effect from 1996 this course will be upgraded to diploma and run only at that level.

You played a major role in the development of a training programme for archivists and records managers at the non degree level in the Department of Library and Information Studies, University of Botswana, what motivated this ?

My major motivation was to ensure the training and development of archives and records cadre, as it is only with requisite training that staff can progress and enhance their productivity and effectiveness. As you may be aware, the National Archives is now responsible for the management of registries throughout government, it therefore became imperative to plan for the training, not only for people who are in service, but also for the training of those who will join in the future. Organisations are becoming more and more conscious of the central role that a registry plays in the provision of information for decision making, we hope therefore that the private sector and parastatal organisations will take advantage of this course. In the past we relied on outside training because of the few people who needed to be trained, with the increased numbers, it was going to be too costly for the government to train people outside. Besides, with the outside training only a limited number can be sent for training at a time.

When do you think it will be feasible to start a training programme for archivists and records managers at graduate level ?

Training at graduate level will depend on the number of officers needed at that level, presently the number in Botswana do not justify training at that level. We shall continue to depend on outside training in places like UK, India and Kenya etc.



Throughout Africa, the problem of registries as a filter of archives is acknowledged. What steps have been taken to improve the quality of registries in Government departments in Botswana and what is the role of Botswana National Archives and Records Services ?

The first step was to assign responsibility for the management, administration and co-ordination of registry operations to the National Archives and Records Services. The second step was the initiation of the training course for archivists and records managers at the Department of Library and Information Studies, University of Botswana. The National Archives as the overall authority is responsible for the development and implementation of policies and strategies; it is also answerable to the Permanent Secretary, Ministry of Labour and Home Affairs for the effective and efficient running of the registries.

Archival legislations in Africa often lag behind the increasing variety of records and archival media. What is your comment in relation to the National Archives Act of Botswana ? What are your suggestions for its improvement ?

The National Archives Act of Botswana was enacted in 1978, almost twenty years ago, however I think that it is quite progressive in that the period of closure is only 20 years as compared to the 30 and 50 year rules applicable in many countries. Its definition of records includes all categories of records including computer records and audio visuals. There is need however to revisit the Act to ensure that the added responsibility of registry management is fully reflected in the Act and generally to keep abreast with professional developments.

What role is the Botswana National Archives and Records Services playing in promoting the preservation of documentary resources in Botswana?

The National Archives is actively engaged in the identification and copying of records/archives relating to Botswana located outside the country. As almost all the earliest available sources date to the contact with the Europeans, efforts are being made to collect oral traditions from ethnic groups in Botswana to supplement the written sources. The National Archives also has contact with the private museums which have important documents relating to documents in which they are located. Efforts are being made to approach prominent citizens to persuade them to deposit their papers in the National Archives, the response so far has been very disappointing indeed, but I do not think that the Archives should give up. The micro-filming



facilities in the National Archives have largely been used for acquisition filming. Government departments and other libraries have been very co-operative by releasing their documents for filming.

Please can you explain the role of the International Council on Archives in the development of archives and records management in Africa.

The International Council on Archives (ICA) plays a professional co-ordinating role in the development of archives and records management not only in Africa but world wide. It operates through a network of regional branches (groupings), in Africa it has four such branches; West Africa Regional Branch (WARBICA); Central Africa (CERNABICA); Arab Branch (ARBICA) and the Eastern and Southern Africa Branch (ESARBICA). The ICA assists the branches or national members with the identification of experts and at times funding of such experts to carry out assignments as identified by the branches or national members. The ICA has over the years accumulated archival literature through its technical committees and in collaboration with funding agencies like Unesco, it has published many studies under Records and Archives Management Program (RAMP) in co-operation and collaboration with Unesco. It is really difficult to answer this question fully within this short interview. for a detailed answer I shall therefore refer you to the paper which I prepared for the inter-regional branch conference held in Tunis, may, 1995, entitled "The Contribution of the ICA towards Archival Development".

As the Deputy Permanent Secretary in the supervisory ministry of archives in Botswana, what are your plans for the development of archives in Botswana and what do you think the archival scene will look like in Southern Africa in general and Botswana in particular in the 21st century?

As Deputy Permanent Secretary, I am responsible not just for the archives, but also for culture, museum, libraries, youth, sports, social welfare and women; I have to give equal attention to all these responsibilities. It is the Director of National Archives and Records Services who should submit plans that will be considered for implementation along side those from other departments. It is difficult to predict with certainty what is going to happen in the archival scene in Botswana in the 21st century, I think however that concentration will be on the development of an effective and efficient records keeping system, because it is only through such a system that productivity can be improved and maintained. I imagine that this will be the same for other countries in Southern Africa, after all good records keeping leads not only to productivity and efficient organisation but also to eventual good archival collections.



**NEWS****Lekaukau moves up**

The former Director of Botswana National Archives and Records Services, Mrs. Masisi Lekaukau has been promoted to the rank of Deputy Permanent Secretary (Culture). She is in charge of library and archives services. Mrs Lekaukau is a graduate of the University of Botswana, Lesotho and Swaziland and the University of Ghana. She holds BA (sociology) and post graduate diploma in archival studies. We wish her a successful tenure on her new job.

**Peter Havard - Williams appointed to a Personal Chair**

Professor Peter Havard- Williams (73), Head of the Department of Library and Information Studies, University of Botswana has been appointed a professor with personal chair, for his contribution to the development of library and information studies in Botswana and Southern Africa. Prof Havard - Williams is the second professor to be so honoured by the University of Botswana.

**A New Library Science Journal in Nigeria.**

Frontiers of Information and Library Science (FILS), a new journal devoted to reporting frontiers of knowledge in information and library science among members of the English-speaking world community has been launched. It is a refereed journal that will appear twice a year. The editor-in-chief is Dr. Ken M.C. Nweke, Department of Library Science, University of Nigeria, Nsukka, Nigeria.

**A New Director for Botswana National Archives.**

Mrs. Doreen K. Magogwe has been appointed the new Director of Botswana National Archives and Records Services. Mrs. Magogwe is a graduate of the University of Botswana and Swaziland, School of Archival Studies, National Archives of India and Boston University, USA. She holds BA (sociology/history), postgraduate diploma in archival studies and masters in public health. Until her recent appointment, she was Health Management Development Officer (Primary Health Care) Ministry of Health, Botswana.

**New Programmes at the Universities of Ibadan and Botswana**

An undergraduate degree programme in library and information studies will start at the University of Ibadan at the beginning of 1995/96 session. The Department of Library, Archival and Information Studies, University of Ibadan already runs a diploma programme in library studies, masters degree programme in library studies and master's degree programme in archival studies, and



M.Phil and Ph. D programmes in information related subjects. The University of Botswana will commence a certificate in archives and records management during the 1995/96 session and diploma in archives and records management during 1996/97 session. The Department of Library and Information Studies offers a certificate programme in library and information studies, a diploma programme in library and information studies, a certificate programme in school library studies, bachelor of library science and masters degree programme in library and information studies. The postgraduate diploma in library and information studies has been replaced with the master's programme.

#### **FORTHCOMING INTERNATIONAL CONFERENCES AND WORKSHOPS**

**August 25-31, 1996, Beijing, China** 62nd General Conference IFLA Conference. Theme: The Challenge of Change: Libraries and Economic Development.

Sub-themes: libraries as gateways to information; continuing education for librarians in a changing environment; resource sharing: local, national and international issues; identifying user needs; taking information to the user; libraries as a key to exploiting economic resources; funding of library and information services: dilemmas and solutions; and the role and image of libraries in developing countries. For further information contact IFLA P.O.Box 95312, 2509 CH The Hague, Netherlands.

**December 9- 13, 1996, Maseru, Lesotho** 12th International Standing Conference of Eastern, Central and Southern African Librarians (SCECSAL). Theme: Libraries and Information Services in the 21st Century.

Sub-themes: national and public libraries; academic libraries; school libraries; archives; parliament libraries; health libraries; agricultural environmental libraries; research libraries; and library schools. For further information contact Mrs. M. Moshoesho -Chadzigwa, The Secretariat, SCECSAL P/B A26, Maseru, Lesotho.

#### **REPORTS ON CONFERENCES AND WORKSHOPS**

**Training Workshop for University Lecturers Teaching Library and Information science in African Universities and Institutions of Higher Learning, Gaborone, Botswana, 5-16 December, 1994.** Th workshop was organised by the Pan African Development Information System (PADIS), Addis- Ababa, Ethiopia and hosted by the Department of Library and Information Studies, University of Botswana. The objective was to review problems facing African universities in the teaching of library and information science.



Participants came from Botswana, Egypt, Ethiopia, Ghana, Kenya, Malawi, Namibia, Nigeria, Sierra Leone, Tanzania and Uganda. The participants presented country reports on the state of information technology in their various institutions. The main problems identified at the workshop were lack of training aids, lack of training material, problems of matching demand and supply with respect to the training of information professionals and offering programmes relevant to the needs of the countries in Africa and the lack of trained manpower. In order to address the problem of the lack of training material, it was agreed that a book to be titled *African Librarianship and Information Science* should be produced. The workshop shared the various subject topics among experts in the different institutions.

**Anglophone Africa Seminar on Government Information and Official Publications. Harare, Zimbabwe, 15-18 December, 1994.**

The seminar was sponsored jointly by the IFLA Section on Government Publications and Official Publications, the IFLA Regional Section on Africa, Unesco and the U.S. National Commission on Library and Information Science. Participants came from 13 countries including four UN system institutions and one NGO (non-governmental organisation). There were eight panels at the seminar. These included regional institutions reports; public access to documents and archives for national development; acquisitions, collection development and maintenance issues; education and training needs; United Nations information system; development organisations information; African regional organisations information; and networking libraries, archives, museums and the role of library and information organisations. Fourteen resolutions were adopted at the seminar. They included formal education needs; educational association revival; linking educators and practitioners; inter-regional training centres; in-house training needs; preservation programmes; preservation training centre; collection development policies; legal deposit guidelines; accessibility of locally produced materials; Library of Congress deposit for regional materials; accessibility of OAU documents and publications; formats of inter governmental organisations depository materials; and enhancement of library products and services. For further information contact: A. kagan, Chair, IFLA Government Information and Official Publications Section, 328 Library, University of Illinois, 1408 W. Gregory Drive, Urbana, IL 61801, USA, or Kay Raseroka, Chair, IFLA Regional Section on Africa, University of Botswana Library, P/Bag 0022, Gaborone, Botswana.

**IFLA Workshop on Micro-Computer Applications for Library Managers in Anglophone West Africa, Accra, Ghana 6-13 February, 1995.** The workshop was supported financially by IFLA/ALP, IFLA/Africa Section, Swedish International Development Agency (SIDA), the



British Council and the Local Organizing Committee. Participants came from Gambia, Ghana, Liberia, Nigeria and Sierra Leone. Some of the recommendations adopted at the end of the workshop included the need for training and continuing education by library associations and library schools in the field of information technology, co-operation and net working among libraries, the marketing of library and information services among policy makers, CD-ROM/Document delivery. The highlight of the workshop was the resolution adopted on the 13th day of February, 1995 that West African Library Association be reconstituted as a Federation of Library and Information Associations and Institutions of the countries in the West African sub-region. It was also resolved that a steering committee be set up to give effect to the spirit and letter of the resolution.

#### **ABSTRACTS OF SELECTED PROFESSIONAL LITERATURE PUBLISHED IN AFRICA, 1994.**

##### **Records Management**

Donaldson, Janice and Water, Umgeni (1994) The use of Paper versus Electronic Media: Some Considerations for the Effective Management of Documents, Records and Information. **South African Archives Journal**, 36, 28-36.

The growth of electronic record keeping has not resulted in the 'paperless office' predicted by many. On the one hand, computers have generated masses of paper, on the other, numerous electronic systems have failed to meet the expectations of users. Reasons for this failure are explored: intellectual and psychological factors, limitations in technology, and poor information management. The later two are addressed in the context of proposals for effecting appropriate management of electronically - stored data. Data acquisition, storage and retrieval, and disposal are focused on in turn. It is argued that the basic principles of records management, rooted in the keeping of paper-based records, apply equally well in an electronic environment. An integrated approach to information management, with records managers playing a key role, is advocated.

Kirkwood, Clive Records (1994) Management in the Public Sector and the Archival Challenges posed by Electronic Records. **South African Archives Journal**, 36, 7 -16

The archival management of electronic records is placed in the context of general records management policy in the public sector. The need for integrated information management in offices of origin and adherence to the sound principles of manual records management in an electronic environment are stressed. Key issues



in the archival preservation of electronic records are identified and archival strategies being adopted by international archival community to address them are discussed. The tentative but significant progress being made by the State Archives Service in South Africa in the formulation of policy and acquisition of practical experience regarding the archival management of electronic records is noted.

#### University Archives

Kufa, Jacob (1994) Whither Archives ? **South African Archives Journal**, 36, 78-81

The paper discusses the organisation of archival materials as part of special library collections at the universities of Botswana, Malawi, Zambia and Zimbabwe and lamented the lack of university archives. It briefly describes the history of the four universities and attributed the lack of university archives to the Archives Acts of these countries which empowers the various national archives to ensure proper management of public records which includes university records. The paper provides the steps for setting up a university archives.

#### JOURNAL ABSTRACTED

South African Archives Journal (Editors : Verne Harris and Annelie Nel, c/o Private Bag X 236, Pretoria, 0001 South Africa.



# AFRICAN JOURNAL OF LIBRARY, ARCHIVES AND INFORMATION SCIENCE

## INDEX TO VOLUME 5, NUMBERS (1 & 2) 1995

- Adedigba, Y.A et.al, 55  
 Agboola, Abayomi T., 137  
 Akintunde, Stephen A., 109  
 Alao, A.A., 65  
 Alemna, A.A., 127  
 Anglophone African Seminar on Government Information and Official  
 Publications, 205  
 Book Reviews  
 Disaster Control Planning for Libraries, Archives and  
 Electronic Data Processing centres in Africa, 70  
 School Library Resource Centres for Educational  
 Excellence, 195  
 Survival Under Adverse Conditions : Proceedings of the  
 African Library Science Journals Workshop, 71  
 Bookstack Management in Nigerian University  
 Libraries, 137  
 CD-ROM Technology in Libraries and Information Units in  
 Developing Countries, 1  
 Chisenga, Justin, 19  
 A Critique of the Resource Centre Model in South Africa, 149  
 Edem, U. Selong, 25  
 Education and Training in Library Automation in Africa:  
 IITA's Contributions, 55  
 Frontiers of Information and Library Science Journal, 203  
 The Gender Factor in the Publication Output of Librarians in  
 Nigerian Universities, 25  
 Havard- Williams, P. 203  
 Horton, Weldon, 99  
 IFLA Workshop on Microcomputers Applications for Library  
 Managers in Anglophone West Africa, 205  
 Information for Guidance and Counselling in Botswana  
 Schools, 65  
 Ilcheva, Stoyanka, 99  
 International Federation of Library Associations and  
 Institutions (IFLA) Council and General Conference, 204  
 Jam, Zawua, 47  
 Joint School/Public Libraries: A Catalyst for School Library  
 Development in Africa, 31  
 Kufa, Jacob, 70  
 Kwafo- Akoto, Kate, 85  
 Lawal, Olu Olat, 187  
 Lekaukau, Masisi, 199, 203  
 Librarians and Publishing in Benue State, Nigeria, 47  
 Librarians' Image -Dressing and Self Concept : A Sociological  
 Analysis, 109  
 Library Services to the Grassroots in Developing Countries: A



- Lungu, C.B.M., 173  
 Magogwe, D.K.  
 Magwentshu, Vatiswa, 149  
 The Management of Oral Records by Libraries, Archives  
 and Other Related Institutions in Ghana, 127  
 Metzger, Andrew B.J., 196  
 Muller, F. 83  
 Murangi, Kandjii, 65  
 The Need for Establishing a National Social Science  
 Data Archive in Botswana, 85  
 Ochai, Adakole, 163  
 Owino, Ongare, 39  
 Performance Discrepancy in a Library Organisation : The  
 Nigerian Experience, 9  
 Personality Interview - Mrs. Masisi Lekaukau, 199  
 Personality Interview - Prof. Maurice C. Lundu, 73  
 Providing Reading Materials for the Visually Handicapped in  
 Kenya, 39  
 The Relevance of Cataloguing -in-Publication (CIP)  
 Data for African Librarians and Publishers, 187  
 Salanje, Geoffrey F., 1  
 Selbar, Julna J., 109  
 The Standing Conference of Eastern, Central and Southern African  
 Librarians, 204  
 The Standing Conference of National and University Librarians  
 in Eastern, Central and Southern Africa, 204  
 The Status of Information Technology in Zambian Libraries, 19  
 Strategy for Enhancing the Status and Image of Academic  
 Librarians in Africa, 173  
 Tawete, Felix, 31  
 Training Workshop for University Lecturers Teaching Library  
 and Information Science in African Universities and  
 Institutions of Higher Learning, 205  
 Ubogu, Felix N., 71  
 Ukeli, Innocent Shaschia, 47  
 University of Botswana, 203  
 University of Ibadan, 203  
 A University on the World Wide Web : The Case Study  
 of the University of Natal, South Africa, 99  
 Womboh, Benki S.H., 9



## AIMS AND SCOPE

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

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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.

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