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INFORMATION DEPENDENCE IN SOUTHERN AFRICA: GLOBAL AND SUBREGIONAL PERSPECTIVES

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ABSTRACT

The concept of information dependence, which refers to an undue dependence on foreign information resources, is explored from a global perspective, with reference to five dimensions: (a) inadequate production of information in the South; (b) inadequate North-South flow of information; (c) dominance of the North-South flow of information; (d) inadequate South-South flow of information; and (e) lack of indigenous information handling capacity. Information dependence relations among Southern African countries are examined. Survey data suggests that there is a stronger South-North information flow (from South Africa to the other Southern African countries), a weaker North-South information flow (from the other Southern African countries to South Africa) and a poorly developed North-North flow (between Southern African countries other than South Africa). Some implications of these patterns for cooperative efforts to improve bibliographic control and the availability of publications in the subregion are outlined.

INTRODUCTION

The global context of information dependence has been described as follows:

"Three and a half billion people, three quarters of all humanity, live in the developing countries. By the year 2000, the proportion will probably have risen to four fifths. Together the developing countries - accounting for more than two thirds of the earth's land surface area - are often called the Third World.

We refer to them as the South. Largely bypassed by the benefits of prosperity and progress, they exist on the periphery of the developed countries of the North. While most of the people of the North are affluent, most of the people of the South are poor; while the economies of the North are generally strong and resilient, those of the South are mostly weak and defenceless; while the countries of the North are, by and large, in control of their destinies those of the South are very vulnerable to external factors and lacking in functional sovereignty." (South Commission, 1990)

This quotation from the Report of the South Commission starkly depicts the situation of the countries that are referred to variously as the underdeveloped countries, the less developed countries (LDCs), the developing nations, the Third World, and the South (Ahmad & Wilke, 1986). In this article, for reasons of brevity, the last-mentioned term is used, even if it can be argued that it is not entirely accurate.

Thousands of books and articles have been written about the problems of the South and its dependence on the North (Samli, 1985; South Commission, 1990). Here the word "dependence" is used in preference to the commonly used "dependency". A dependency is "a country governed or controlled by another" (Hornby, 1987). "Dependence" means a state of being dependent, being determined or conditioned by others.

The state of being determined by outside influences, of not being able to determine one's own destiny, is well expressed by another quotation from the report of the South Commission:

"The decision-making processes that govern the international flows of trade, capital, and technology are controlled by the major developed countries of the North and by the international institutions they dominate. The countries of the South are unfavourably placed in the world economic system; they are individually powerless to influence these processes and institutions and, hence, the global economic environment which vitally affects their development (South Commission, 1990).

Missing from this passage is the word "information", although the flow of information is surely implied by the flow of trade capital and technology.

A flow of trade, capital and technology without a corresponding flow of information is likely to make the South more, not less, dependent on the North. For example, the supply of sophisticated technology without adequate documentation and training of personnel in the recipient country, simply locks the latter into a dependence relationship with the donor (Ahmad & Wilke, 1986; Segal 1986; Lundu & Lungu, 1989).

The danger lies not only in lack of information. An overwhelming North-South flow could also have adverse effects, for example by inhibiting the development of indigenous information generation and handling activities, drowning out relevant information from other countries of the South, and undermining indigenous cultural achievements and values (South Commission, 1990).

Clearly information dependence is a complex concept. This article uses the term "information dependence" to refer to an undue dependence on foreign information resources. The concept is first explored from a global perspective, with reference to the following facets or dimensions:

- * Inadequate production of information in the South
- * Inadequate North-South flow of information
- * Dominance of the North-South flow of information
- * Inadequate South-South flow of information
- * Lack of indigenous information handling capacity

The concept is then applied to Southern Africa from the perspective of information dependence relations among Southern African countries.

NORTH AND SOUTH: THE GLOBAL PICTURE

The South's inadequate production of information

A selection of data from the *Unesco Statistical yearbook 1993* (Unesco, 1993) illustrates that the production of information-bearing material in the South is minute compared to that of the North.

According to *Unesco Statistical Yearbook* (1993) the Sub-Saharan Africa in 1991 consumed

1.2 kilograms of newsprint and 0.9 kilograms of other printing and writing paper per capita, compared with 22.1 and 47.2 kilograms respectively in the countries of the North.

During the same period the Sub-Saharan Africa produced only 1.2% of the world's book titles in 1991. In that year, some 863 000 book titles were published throughout the world, i.e. about 160 titles per million population. In the North 513 titles were published per million, in the South, 55, in Sub-Saharan Africa, 20 (Unesco, 1993).

A good deal has been written about the problems of publishing in the South. Recently Zell (1992) stated that book publishing is in crisis in most African countries. The problems besetting publishing in Africa should not be seen in isolation, but rather as part of a larger problem, that of the generation or creation of information in the South. The expenditure on research and development (R&D) of the South, and Africa in particular, is very small, and Africa's share of the world's scientists and engineers working in R&D is also very tiny. As the share of Sub-Saharan Africa is a mere 0.7% of the world total (Unesco, 1993). The problem exacerbated by the increasing "brain drain" of well-educated people from the South to the North (Power, 1994), and by what one might call the "publications drain" - the preference on the part of scientists and scholars from the South for publishing their work in international journals published in the North (Penava & Pravdic, 1989).

The North-South flow of information: too little, too late?

Zell (1992) has painted a grim picture of Africa as a "bookless society".

The picture of Africa at the end of the 1980s is largely of a *bookless* society. Not only has there been a dramatic decline of funds available for book and journal purchases, but because the foreign-exchange constraints, many university and public libraries in Africa have been unable to purchase *any* new books over the past four or five years, much less to maintain their current periodicals collections. Bookshops have empty shelves; schools are without books; research has been crippled; teachers and scholars are divorced from the materials needed to pursue their studies, to maintain their understanding of developments in their disciplines elsewhere in the world, and to keep their teaching or research up to date. African academics are more and more marginalised ... Devastating and quite possible lasting damage is being inflicted across a whole generation going through primary, secondary and university education today.

By and large the literature reveals that the response to the South's book famine has been threefold: book donations, proposals to improve the availability of publications, and proposals to solve the problem through the use of new technology.

Book donation schemes by which well-meaning groups and institutions in the North attempt to supply the South with library materials, have been much criticised for providing inappropriate, irrelevant and out-of-date materials (Sturges & Neill, 1990). Zell (1992) has warned that such schemes may perpetuate dependence in some countries.

Within the context of the IFLA programme of universal availability of publications (UAP) there has been a concern with measures to improve the availability of publications. The emphasis, has been on "making publications produced in the First World available to resource-poor users in the Third World" (Arunachalam, 1993). Although the needs of the countries of the South have not been neglected in the model national systems that have been proposed, there is little evidence that this work has had much practical effect in Sub-Saharan Africa.

Modern information technology (IT) has from time to time been hailed as the answer to the South's unmet need for information, but there are many barriers to its use (Zulu, 1994) and it has not proved an unqualified success. For example online searching of remote databases has been a dismal failure in many countries of the South (Nicholls and Majid, 1989). On the other hand CD-ROM is a very promising technology (White 1992), but while it has been widely adopted in Africa, many projects still rely on donor funding to maintain current subscriptions to CD-ROM databases (White, 1994).

Some authors view the proposals to use sophisticated information technology in the South with considerable suspicion (Smith 1986; Gonzalez-Manet, 1988) and warn that the new technologies will increase the dependence of the South on the developed North, which controls the data banks, computers, and satellites (Gonzalez-Manet, 1988).

The North-South flow of information: one-way traffic?

In view of the comparative figures already presented, it should come as no surprise that the flow of information is predominantly from North to South. With the exceptions to two countries, the main exporters of books and pamphlets are all countries of the North. The two exceptions are Hong Kong and Singapore. Hardly typical countries of the South, they have built up sizeable publishing industries based inter alia on exports of textbooks to other countries of the South.

That the traffic is mainly one-way is due not only to the much greater production of information in the North, but also to other, less quantifiable, factors.

Arunachalam points out that making Third World literature available in the First World is fraught with problems that are qualitatively different from those impeding the North-South flow. The problems relate to "awareness, and perception of 'importance' and 'relevance' " (Arunachalam, 1993). The marketing of Third World publications is inadequate and bibliographic control is "virtually non-existent". Publications from the South are seldom reviewed in the North. Underlying this situation is an assumption that anything coming from outside the West is not important or relevant. Third World scientists and scholars tend to be ignored (Arunachalam, 1993).

An important factor in the neglect of literature from the South is bias in bibliographic control. Like scientists and scholars in the North, compilers of international bibliographic databases, most of which are headquartered in the North, apply standards of selection that tend to rule out contributions from the South. Quality is judged using standards appropriate to the North. Relevance is judged using criteria relating to a western, mainly Anglo-American scientific worldview. Sturges and Neill (1990) refer to the bias of abstracts and indexes towards "formal literature" from the North. As a result, relatively few journals from the South are indexed and abstracted.

The following two examples are based on the author's own analysis of the coverage of important bibliographic tools: (1) The Institute for Scientific Information databases (*Science citation index*, *Social science citation index*, and *Arts and humanities citation index*) (SCI, SSCI, AHCI) cover thousands of scientific and scholarly journals, but only 14 from Africa (all from South Africa). (2) The British Library Document Supply Centre is producing an electronic table of contents databases (ETOC) called *Inside information*. It covers about 10 000 journals from all over the world, but only about 40 are from Southern Africa, in spite of the fact that

BLDSC receives over 400 current journals published in Southern African countries. Further examples can be found in Arunachalam (1993) and Penava and Pravdic (1989).

As a result of the situation described here, articles and books written by scholars and scientists from the countries of the South are not brought to the attention of scholars and scientists in the countries of the North, who rely on these databases for searching the literature. The flow of information from South to North is inhibited.

The South-South flow of information: caution, road works ahead

It is unfortunate that scholars and scientists in the North are not made aware of relevant literature from the South. What is worse is that, since scholars and scientists in the South also rely on these databases and bibliographic tools for searching the literature, they also are not being alerted to the publication of relevant publications. Thus the flow of information within and between the countries of the South is inhibited too.

The report of the South Commission points out that one of the legacies of the South's colonial past is that the network of transport and communication is heavily oriented in the flow of information. It is usually far easier to obtain information from the former colonial power (e.g. from London or Paris) than from a next-door neighbour (Smith, 1986; Zell, 1992).

As a result, a hypothetical researcher studying a species of moth that damages crops in Malawi, may find it much easier to obtain literature about moths that infest crops in the USA or Europe than to find literature published in other Africa countries about the same problem. Even literature in the researcher's own country may be quite difficult to trace. Very often, research done in one developing country may be very useful in another, but the world-wide system of bibliographic control makes it difficult for information to flow between the countries of the South.

Lack of indigenous information handling capacity

The predominance of North-South lines of communication would not be so serious a problem if the South had an adequate information handling capacity. Unfortunately, bibliographic control in the countries of the South is often inadequate. Regular, up to date, and comprehensive bibliographies and indexes are wanting due to lack of funds, lack of qualified and experienced staff, lack of a national library, or a national library crippled by inadequate funding. If bibliographies and indexes are compiled, their publication is inhibited by the same publishing problems that inhibit the publication of scholarly and scientific publications.

Gorman and Mills (1992) point out that hundreds of Third World serial titles have significant value and deserve to be indexed and abstracted, but many are not covered by indexing and abstracting services published in the West. They place a question mark over contributions by developing countries to international disciplinary databases produced in the North:

Instead of maintaining the 'information cringe' that can only continue to disadvantage the Third World in terms of TBDF, every developing nation with a reasonable corpus of current serial titles should foster the indigenisation of bibliographic control in the form of indexing and abstracting services. (Gorman & Mills, 1992)

The South Commission (1990) stressed the importance of cooperation among the countries of the South, especially the building of a "South consciousness", and the cooperative development

of human resources. The report also calls for "improved transport, communication, and infrastructural facilities among the countries and regions of the South". This implies that cooperation in the establishment of an information infrastructure should be a high priority.

SOUTHERN AFRICA: A MICROCOSM OF NORTH-SOUTH RELATIONS?

Information dependence in Southern Africa

In this section reference is made to a survey undertaken in 1993 to study access to Southern African journals and conference proceedings (Lor, 1993). The Purpose of the study was to determine to what extent information users in Southern Africa were able to gain access to journals and conference proceedings originating in Southern Africa. Hence the North-South or South-North flow of information (in terms of the global scene described above) was not surveyed. The study was restricted to information flow within Southern Africa.

An exploratory questionnaire survey of libraries in ten Southern African countries (Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe) was conducted to determine the extent to which they acquire journals and conference proceedings from their own country and other Southern African countries, the bibliographical tools used to identify required articles and papers, the extent to which such materials were requested from other institutions, and problems experienced with their acquisition, bibliographic control and delivery.

Usable responses were received from 64 libraries in nine of the ten countries. The exception was Angola.

Two examples of the findings are given to illustrate what emerged as a pattern of information flow within Southern Africa.

First example: If information materials produced in Southern Africa are to be made available for use, at least some libraries have to acquire them. The responding libraries were therefore asked to report the extent to which they were subscribing to or receiving current journals from their own country and the other Southern African countries. The results are summarised in Figure 1. All but two of the responding libraries reported that they received journals published in South Africa. Journals from Zimbabwe, Namibia and Botswana were received by more than half of the libraries. Journals from Lesotho, Malawi, Swaziland and Zambia were received by about a third of the responding libraries. Very few libraries reported receiving journals from the lusophone countries of Angola and Mozambique - possibly due to the language barrier and disruption caused by war.

Second example: The respondents were asked to give estimates of how many journal articles and conference papers originating in the ten Southern African countries they had requested from other libraries or document suppliers during the previous year. The results are summarised in Figure 2, in which much the same pattern appears as in Figure 1.

- * Information flows from South Africa to libraries in most of the other countries.
- * To a lesser extent, information flows from Botswana, Namibia and Zimbabwe to the other countries.
- * Information flow from Lesotho, Malawi, Swaziland and Zambia is more limited.
- * The flow of information from Angola and Mozambique is minimal

Figure 1

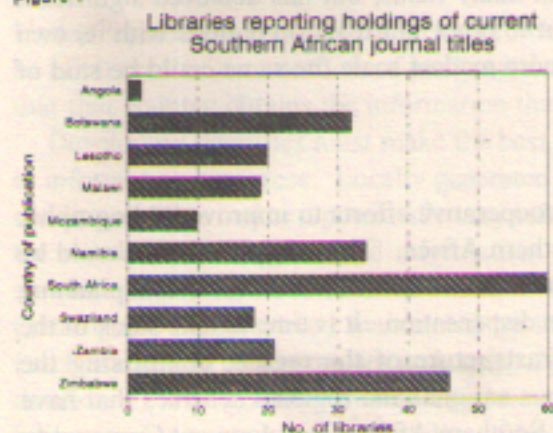
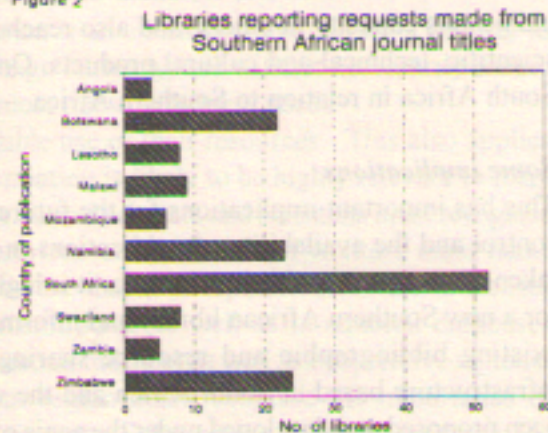


Figure 2



Closer inspection of the data summarised in Figures 1 & 2 show that, in proportion to the number of respondents, the libraries in the other Southern African countries receive more information material from South Africa (i.e. a South-North flow), than South African libraries receive from other Southern African countries (i.e. a North-South flow).

Thus an interesting pattern of information flow within Southern Africa is found. If the terms "North" and "South" are used in our regional context, in contrast with the more usual allusion to the northern and southern hemispheres, the data suggests that there is a stronger South-North information flow (from South Africa to the other Southern African countries), a weaker North-South information flow (from the other Southern African countries to South Africa) and a poorly developed North-North flow (between Southern African countries other than South Africa). The two lusophone countries (Angola and Mozambique) are relatively isolated from the others in terms of information flow.

Thus, while Southern Africa as a whole is at the periphery of the world's system of information flow, the Southern African countries form a subsystem, of which South Africa forms the centre, and countries such as Mozambique, Malawi, and Angola the periphery. In Southern Africa, South Africa therefore plays a role that can be seen as analogous to that of India in relation to South Asia and some parts of the Middle East and Southeast Asia. As Altbach (1987) has stated, India takes up a position "between the peripheral position of many smaller Third World nations and the metropolitan centers of the United States, Britain or France". India is dependent

on West for scientific and technical information in many fields, but has achieved significant indigenous capacity in others, and also reaches out to other Third World nations with its own scientific, technical and cultural products. On a more modest scale the same could be said of South Africa in relation to Southern Africa.

Some implications

This has important implications for the future of cooperative efforts to improve bibliographic control and the availability of publications in Southern Africa. These implications should be taken into account at this juncture, for it is high time that we should start research and planning for a new Southern African library and information dispensation. It is time to take stock of the existing bibliographic and resource sharing infrastructure of the region, comprising the infrastructure based in South Africa and the various national and regional schemes that have been proposed and developed under the aegis of the Southern African Development Community (SADC) and United Nations agencies to help the former frontline states reduce their dependence on South Africa.

In an important essay on regional library co-operation in developing countries, Parker (1976) set out three models of library cooperation among developing countries:

- * Type I: "the *reciprocal* model, in which participants agree to exchange material or data, or perform certain functions, on a reciprocal basis in accordance with some mutually agreed plan". This model is most suitable for a group of countries which have more or less equal library resources and capabilities.
- * Type II: "the *national/regional or reciprocal/communal* model, in which all participants use the services of one of them, in return for an agreed contribution in some form, to required outputs ..." This model is most suitable for a group of countries in which there are disparities in library resources and capabilities and where one country is significantly better endowed than the others. An institution in the country which is best endowed is chosen to take on additional responsibilities on behalf of the region, but contributions from the other countries are essential if the relationship is not to regress to a donor-recipient relationship.
- * Type III: "the *regional centre or communal* model, in which all participants agree to contribute in some form to the establishment of a central regional organisation or institution to produce required outputs ..." In this case a regional centre is established specifically for the purposes of the cooperative. This model is more expensive and the selection of the host country may be a contentious issue. It should only be considered if the first two are ruled out.

It is tempting to apply this typology to Southern Africa and to conclude that, since South Africa is better endowed with the library and information resources and capability to accept a regional leadership role, the second model can be considered now that South Africa has a multi-racial constitution and a democratically elected government. However, Parker's article should alert us to the risks to regional co-operation that are posed by participants that are either too well or too poorly endowed in comparison with their partners. Moreover, the legacy of apartheid will be with us for some time to come. South African librarians embarking on schemes of regional cooperation to enhance the region's access to indigenous journal and conference literature will have to approach this endeavour with sensitivity and a willingness to learn.

CONCLUSION

Undue dependence on foreign sources of information is an unhealthy situation for a country to be in. It results in an outflow of badly needed foreign currency, and will not necessarily ensure that that country obtains the information that is most relevant to local needs.

Developing countries must make the best possible use of their resources. This also applies to information resources. Locally generated information is likely to be highly relevant to local conditions. This makes it potentially very valuable. Local scholars and scientists must recognise the value of locally generated information. Librarians and information workers must make special efforts to collect such information and ensure that it is represented in the databases (catalogues, indexes, etc.) maintained by their institutions, as well as in national databases (such as national bibliographies and national periodicals indexes) as well as cooperative regional databases. The governments of countries in our region must recognise the importance of bibliographic control and availability of locally generated information. They should provide adequate financial support for institutions such as national libraries and documentation centres whose task it is to store and retrieve such information.

Recent political changes open up new opportunities for cooperation in Southern Africa. It is a challenge to librarians for cooperation in Southern Africa. It is a challenge to librarians and information workers in our region to work together to make their users and authorities aware of the importance of indigenous information resources and to devise workable cooperative systems to maximise their use.

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NOTE

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PUBLICATIONS LAWS OF NIGERIA: NEED FOR A REVIEW

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ABSTRACT

The author x-rayed all the laws with depository obligations in Nigeria and concludes that they are not effective for the bibliographic control of publications in the country. The paper suggests that there should be an on-going enlightenment programme for authors and publishers and the need to comply with publications laws. Finally, it is suggested that a draft model bill of publication law by the Law Reform Commission is necessary to encourage both Federal and state governments to review or enact all publications laws. The model bill should reflect new advances in both educational, socio-cultural and technological developments. Such a law should be used as a weapon for effective bibliographic control of all publications emanating from the country.

INTRODUCTION

The system of legal deposit dates back to some centuries ago, when it was the practice in Europe for the monarchs to grant royal privilege to important libraries to receive copies of books free of charge. The principle remains the same but instead of royal grant, such grant is now by-law and usually national libraries are given the privilege in many countries all over the world. The privilege comes with responsibility, and that is the compilation and production of the national bibliography by the recipient library.

In this paper the various publication laws in force in the Federal Republic of Nigeria are examined. Probable reasons for non-compliance by the publishers are discussed. Suggestions are made as to ways and means of enforcing the law. The conclusion is a plea with the Law Reform commission to draft a model bill for the preservation of copies of books printed in Nigeria and/or in a state of Nigeria. A draft model bill is necessary in order to encourage states with publications laws to revise their laws in line with the prevailing educational developments as such model will be easy for states without publications laws to adapt for their use. (A list of the publications laws discussed in this paper appears in the Appendix.

NATIONAL PUBLICATIONS LAWS

Ordinance No. 13, 1950

The first publication law in the country was "An Ordinance to provide for the Preservation of Copies of Books printed in Nigeria" Ordinance no. 13 of 1950 with effect from the 27th April, 1950. The four-section-law as amended by Order 29 of 1951 is now (Publications Act) Cap 171 of the *Laws of the Federation of Nigeria and Lagos in force on the 1st Day of June 1958*. made provision for the deposit of books:

Section 3(1) "The publisher of every book published in Nigeria within one month after the publication, to deliver at his own expense, two copies of the book to the Chief Secretary to the government who shall arrange for their preservation in such manner and in such a place as the Governor in Council may direct and two copies to the Library of the University College, Ibadan, the librarian of which shall give a written receipt for them." The copies to be delivered were to be copies of the whole book with maps and illustrations where applicable, and finished and coloured in the same manner as the best copies of the book published, and must be bound, saved or stitched together and on the best paper on which the book was published. Section 2 of the said ordinance defined book to include "every part or division of a book, newspaper, magazine, review, gazette, pamphlet, sheet of letter press, sheet of music, map, plan, chart or table separately published, but shall not include a commercial advertisement or any second or subsequent edition of a book unless such edition contains additions either in the letterpress or in the maps, prints or other engravings belonging thereto."

Section 2 of Ordinance 29 of 1951 elaborated further on publications exempted from the provisions of subsection (1) of section 3 of the Publications Ordinance. "All ordinary commercial and government office stationery such as certificates, permits, licences, showcards, invoices, pay sheets, customs forms, waybills, bill of lading, receipts, vouchers, trade advertisements, admission tickets, sports and entertainment programmes, account books, registers, diaries and calendars when printed for ordinary general use."

Penalty was prescribed for non-observance of the law. Any person who failed to make a delivery was liable on summary conviction to a fine of five pounds. From the provision of Ordinance 13 of 1950, the University College, Ibadan was the only national depository library in Nigeria. The University College, started to publish *Nigerian Publications* in order to keep bibliographic control of all items received (usual practice all over the world with depository libraries) although the Ordinance 13 of 1950 did not impose such obligation.

National Library Act, 1964

The 1964 National Library Act established the National Library Board with the power to establish a Central Library for the benefit of members of the public. Subsection (2) (a) of section 1 empowers the Board to assemble, maintain and extend a collection of books, periodicals, pamphlets, newspapers, maps, musical scores, films and recordings" ... The law applied to the then Federal Territory of Lagos, and did not designate the Central Library as a depository library - that is no provision was made for the deposit of books by the publishers, etc. (Olaitan, 1972).

National Library Act, 1970

The National Library Act no. 29 of 1970 now Cap 264 of the *Laws of the Federation of Nigeria*, 1990 repealed the National Library Act of 1964. For the purpose of this paper the section 4 (1) of National Library Act, 1970 is similar to section 3 (1) of ordinance 13 of 1950: Section 4(1)

"The publisher of every book published in Nigeria shall within one month after the publication deliver at his own expense to the National Library three copies of the books, two of which shall be kept in the National Library for permanent preservation and one of which shall be sent by the Director to the Ibadan University Library."

The law imposes a penalty for not delivering the required number of books. The law applies throughout the country. It designates two libraries as depository libraries: The National Library of Nigeria and the University of Ibadan Library. The National Library Act goes further than the Ordinance 13 of 1950 in its Section 2 (2) (f) making the National Library of Nigeria (NLN):

"to be responsible for the development of the National Bibliography of Nigeria and national bibliographical services, either in a national bibliographical centre or elsewhere."

EFFECT OF POLITICAL CHANGES ON THE PUBLICATIONS LAWS

The Lyttleton Constitution of 1954, elaborated on the structure of the Federation of Nigeria: Eastern Region, Western Region, Northern Region and Lagos - as Federal Territory. It gives powers to the regions to legislate on a number of subjects including publications. It should be made clear that ordinance 13, 1950 as amended by ordinance 29, 1951 applied throughout the country until it was incorporated in the laws of Lagos State.

Regional Publications Laws

The Eastern Region of Nigeria was the first to enact a law "to provide for the preservation of copies of books printed in the Eastern Region of Nigeria" to be cited as Publications Law 1955 (E.R. no 12 1955). It repealed the Ordinance no. 13 of 1950. Western Region of Nigeria followed suit with *Western Nigeria Publications law*, in 1956. On October 14, 1964 Sir Kashim Ibrahim the Governor, Northern Nigeria signed into law "A law to provide for the preservation of copies of books published in Northern Nigeria" no. 13, 1964 Its sections are similar to the Sections of Ordinance 13 of 1950. In 1963 the Mid-Western Region was carved out of the Western Region, Section 2 of the *Mid-Western Region (Transitional Provisions) Act* 1963 stated as follows: "all existing law, that is to say, all law which, whether being a rule of law or a provision of an Act of Parliament or of a law of a regional legislature or of an other enactment or instrument whatsoever (other than a provision of the Constitution of Western Nigeria) was in force immediately before the appointed day in any part of the area comprised in the region shall, until provision to the contrary is made by the authority having power to alter that law and subject to the provisions of this Act continue in force in that area or part." And so the Publications Law of Western Region continued to apply in Mid Western Region.

Each of the regional publications laws designated a library within its jurisdiction as depository library for its publications, with the exception of the Eastern Region Publications law. It designated the following libraries as depository libraries: University College, Ibadan, the Eastern Region Library Board, University College of Ghana, Fourah Bay College, Sierra Leone; and the University of Nigeria which had not been established. While the Northern Nigeria publications law designated Ahmadu Bello University (A.B.U) Library as depository library, which had been established two years earlier before the enactment of the law. It is not surprising that the Western Nigeria Publication of 1956 was amended in 1968, and the University of the (now Obafemi Awolowo University) replaced University of Ibadan as depository library, for publications emanating from the Western Region. It may be convenient here however to explain that current nomenclature of Ordinance 13 of 1950, by the *Designation of Ordinance Act* 1961 is now Publication Act, Cap 171 of the *Laws of the Federation of Nigeria and Lagos in force on the 18 Day of June 1958, 1959.*

The Publications Acts as amended by the *Adaptation of Laws (Miscellaneous Provisions)*

Order 1964 in Section 3(1) (b) deleted University College Ibadan substituted University of Lagos as depository library.

Publications Laws of the States

Since 16 states were created from the former Northern Nigeria, it follows therefore that the Northern Nigeria Publications Law of 1964 is still in force. This is also true of the four states in the former Western Region and the seven states created from the former Eastern Nigeria. They follow the publications laws of their parent regions.

In Lagos State (1967) however which was partly carved out of Western Nigeria and partly from Federal Territory of Lagos, the application of the publications laws in Lagos State at the time of its creation was not easy;

- (i) the National Library Act 1964
- (ii) the Western Nigeria Publication Law, 1956 (Because Badagry, Epe and Ikeja Divisions were part of Western Nigeria)
- (iii) Publications Act Cap 171 of *Laws of the Federation of Nigeria and Lagos*, 1958 as amended by the Adaptation of Laws.

Therefore it is not surprising that the Lagos State promulgated its own edict and even backdated it. The Publications law in Lagos State is "A Law to provide for the preservation of copies of books printed in the Lagos State" - Cap 107 of the *Laws of the Lagos State of Nigeria... and certain Federal Acts and Decrees*, 1974 is similar to the Ordinance 13 of 1950. It is interesting to note that Ordinance 13 of 1950 commenced on the 26th April 1950, while the Publications Law of Lagos State has its commencement date as 27th April, 1950. This may be due to the history of the publications law itself and the political position of Lagos (later on Lagos State) in the country.

PUBLICATIONS LAWS OF OTHER ANGLOPHONE AFRICAN COUNTRIES

The publications laws of other Anglo-African countries are not entirely different from the publications laws of Nigeria except in the provision to send at least a copy of each book published to the British Museum in London as with Ghana and Kenya. (Musisi, 1984) Another difference is in the penalty clause. For example in Botswana, a publisher apart from being liable to a fine if found guilty, he is obliged to still comply with the provision of depositing books with the designated depositories. Sub-section (4) Cap 58.02 of Laws of Botswana 1974 states that:

*Any publisher who fails to comply with the provisions of sub-sections (1) and (2) shall be guilty of an offence and shall be able to fine of R20. A conviction in terms of this sub-section shall not discharge a publisher from his obligation to comply with the provisions of this section.

The above penalty clause is more pungent than the penalty clause of the Section 4 Sub-section 4 of the National Library Act - Cap 264 of the *Laws of the Federation of Nigeria*, 1990 is as follows:

"If a publisher fails to comply ... to a fine not exceeding one hundred naira, and the court before which he is convicted may in addition order him to deliver to the Director three copies of the book in question or to pay to the Director the value of those copies."

PUBLICATION LAWS IN NIGERIA

One may ask the question that does the Director of the National Library of Nigeria need the value of the book in cash or the book itself? In order to have a complete bibliographic control of the total output of books published in Nigeria, the law ought to impose a heavier penalty on a publisher who failed to comply. The copies of the book should be delivered in addition to a very stiff penalty (similar to the situation in Botswana).

COMPONENTS OF PUBLICATIONS LAWS

Types of Materials for Legal Deposit

Let us now examine whether the present various laws cover the total output of cultural materials, books, etc. as defined in the laws, so as to ensure that such intellectual output are preserved for the future. For the purpose of our discussion let us compare the definition of 'book' as given in the National Library Act 1970 with Section 2 of the original law (Ordinance 13 1950) already quoted. Section 4 (7) of the National Library Act defined 'book' to include -

- (a) all literary works such as books, pamphlets, sheets of music, maps, charts, pianos, tables and compilations;
- (b) dramatic works;
- (c) collective works such as encyclopaedias, dictionaries, year books or similar works, newspapers, magazines and similar periodicals;
- (d) any work written in distinct parts by different authors or in which a part or parts of work of different authors is or are incorporated, and every part or division of such a work; and
- (e) all forms in which documentary or oral records are published.

The above definition of 'Book' is wider than the definition given in the ordinance 13 of 1950 and the subsequent publications laws in our statutes books.

It is not however as comprehensive as it should be in order to cover all varied formats of recording and presentation of knowledge currently available. Opinions varied as to the type of materials that should be deposited under the publications laws.

Guastavino (1966) in one of his articles placed emphasis the importance of depositing books, magazines and materials which reflect the culture of the people, their monuments, films and other materials which depict the country's artistic and natural heritage. All these have to be brought to light through the establishment of a national bibliography. In the same article he went further to give example of the Spanish definition of 'book' as defined in Article 1 of December 23, 1957 publication law which stipulates;

"Writings prints, pictures and musical compositions produced in large numbers for purpose of dissemination, by a mechanical or chemical process shall be subject to legal deposit. This applies to the following:

- (a) all kinds of printed matter, book, periodicals, pamphlets, prints, engravings, posters, playing cards, picture postcards, geographical maps, etc.
- (b) Photographic productions, cinematographic works and, generally, all productions of pictures affected in large numbers by graphic or chemical processes;
- (c) sound recordings affecting by any process or method employed at present or to be employed in the future"

The types of materials to be deposited is one of the determinant factors for publications

laws to be reviewed constantly as new technologies of recording knowledge emerge from time to time. Note the omission of maps. I am not sure whether our country has original maps showing the provinces created in 1916.

Other component elements include the number of copies to be deposited and the person responsible for delivering copies of publications. These elements introduce some problems in complying with the Law. For example, the Publication Laws of Anambra State require 17 copies of a work to be deposited.

This type of clause does not look reasonable if one expects 17 reels of a particular film like "Kogi Harvest" to be deposited in designated libraries. Asking publishers to deliver at their own expense will not help publications laws; the onus should be on the acquisition librarian to collect the copies required from the publisher.

WAYS AND MEANS OF COLLECTING BOOKS UNDER THE PUBLICATIONS LAWS

Demand Letters and Personal Visit to the Publishers

In order to enforce the publications laws, it is suggested that a letter demanding depository copies of a work should be written to the publisher. This should be followed by sending a representative of a designated library to the publisher to make a demand for the number of copies of books published when a publisher has failed to perform his duty to deliver copies of the book to the library.

Setting up Regional/Zonal Collecting Offices

Probably a better solution to the problem may be setting up of regional/zonal offices under the joint auspices of the Nigerian Library Association; the National Library of Nigeria; and, the newly founded Nigeria Book Foundation (a non-governmental organisation) and charge such offices with the sole responsibility of finding ways and means of making publishers to comply with the law, and such offices should also undertake the distribution of publications received to the designated depository libraries. A similar plan came into operation in Spain in 1958 which has been considered successful in enforcing compliance with the publications laws of that country. A former head of the Legal Deposit Service, Madrid writing in *Unesco Bulletin for Libraries* in 1968 said:

"If it is to be effective, a legal deposit service calls for a swiftness of action and watchfulness ...

In Spain the Legal Deposit Service is now an autonomous body It must not be thought, however, that the new service is merely a passive receiver of publications; on the contrary, it plays an active supervisory role in guarding against possible cases of non-compliance through ignorance, negligence or bad faith. "

He concluded that in 1957, 4112 items were received under the legal deposit law as compared with 21759 received in 1962 by the Legal Deposit Service five years after its establishment. It is hoped that the suggested plan of action will yield positive result.

Allocation of ISBN/ISSN to Publishers as Catalyst to make Publishers comply with the Publications Law

Finally let us examine the allocation of the International Standard Book Number (ISBN) and the International Standard Serial Number (ISSN) and see how it can help to bring in publications to the designated depository libraries.

The National Library of Nigeria is the sole agent that allocates ISBN and ISSN to publishers, institutions and organisations which publish books, journals, reviews, etc. Therefore the National Library of Nigeria should use its position as the allocating agent of both ISBN and ISSN to undertake a follow up with the publishers to deposit their works with the depository libraries.

When a publisher asks for ISBN and/or ISSN he gives the title of the work before a number is allocated. A publisher who publishes regularly may be given a block of numbers for his works. The National Library of Nigeria should check at regular intervals the items received under the publications laws against the number of ISBN and ISSN allocated to publishers. The National Library of Nigeria is then in a position to send reminders to defaulting publishers to comply with the publications laws.

The National Library of Nigeria should ensure that all items of publications received must be published in the National Bibliography of Nigeria on an annual basis.

Circulation of List of Publishers who complied with the Publications Laws

It is good that the *National Bibliography of Nigeria* 1990 contains lists of publishers and printers, though it is limited to those whose works are recorded in the National Bibliography of Nigeria for 1990. It includes a number of societies and institutions which publish regularly.

It is suggested that the National Library should produce off-prints of the List of Publishers and Printers and distribute such off-prints to all publishers and printers throughout the country whether they have complied with the publications law or not. Those who complied with the law are likely to feel satisfied that their effort is noticed and moreover it is good publicity for their image. The Publishers and Printers who did not comply may be encouraged to do so.

Designation of certain libraries as Subject Libraries for the Purpose of Publications Laws

It is necessary to designate certain libraries as subject libraries i.e. that a particular library should receive all publications on a given subject. This should be done nationally. For example the law establishing the Nigerian Institute of Advanced legal Studies (NIALS) Decree 18, 1984 now cap 310 of the *Laws of Federation of Nigeria* 1990, as amended by the NIALS (Amendment) Decree no. 6, 1995 should be amended and provision made for "deposit obligation" specifically for books on any aspect of law, thus creating a subject - (law) library for the nation. This may ensure a comprehensive bibliographic control in each subject. The suggestion in case of law is to achieve a comprehensive bibliographic control, and it is premised on the following:

- (i) it cannot be overemphasised that there is need to have a comprehensive collection of all law books published in Nigeria for many reasons and the most obvious reasons is the pluralism of Nigerian legal system.
- (ii) that the current Nigerian authors and publishers of law books are few and identifiable.
- (iii) that the NIALS Library is in a position to write and send members of the staff to go round the authors and publishers and demand for legal deposit copies of their publications under the law.

(iv) The NIALS Library would create a conducive atmosphere which will ginger the law authors/publishers to comply with the provisions of the depository law:

- (a) Hold exhibition of law books received under the depository law and invite all and sundry to the exhibition.
- (b) Compile a list of law books received under the depository laws with annotations. In addition to full bibliographic information, price, where they can be purchased etc. would be included.

The publicity of the law books received under the depository law is necessary in order to create a spirit of competition between the authors, for there is human element in growth which is a factor to be recognised.

THE NEED FOR A DRAFT OF "MODEL BILL" OF PUBLICATIONS LAW

The various publications laws in Nigeria need to be reviewed in line with the political and social changes. There is need to:

- (i) review the penalty clauses as it has been pointed out.
- (ii) spell out the procedure for the collection of copies of the book where a publisher fails to deliver the copies at his own expense.
- (iii) spell out procedure to enforce the compliance with the law.
- (iv) make it obligatory for all the designated depository libraries to publish the list of items received under the law annually.
- (v) Designate a library within a state as a depository library.
- (vi) Designate subject depository libraries on national basis.

Furthermore, the establishment of state universities by many states in the country makes the review of the publications law necessary. And even where there is no state university in a particular state there is a federal university within the state. It will make sense to a local publisher in Ondo State to send copies of a book to Ondo State University at Ado-Ekiti, than send it to Obafemi Awolowo University at Ile-Ife in Osun State. In all probability the publisher in question is within 48 kilometres (30 miles) radius from Akure, or Ado-Ekiti. Another factor that should be taken into consideration is that a publisher may want to send copies of his book to his local area where he can be easily identified as helping to build the State University library collection than sending the copies to a university library in another state.

It is also suggested that the Law Reform Commission should draft a 'model bill' - to provide for the preservation of copies of books published in a state that would serve as a basis for each state of the country to attain bibliographic control with ultimate aim to develop a national bibliographic service.

CONCLUSION

There is no doubt that our various publications laws are ineffective. Suggestions have been made to improve on their operations. It is important to emphasise the following points:

- (i) The Nigerian Law Reform Commission should draft a model bill for legal deposit taking into consideration (a) all developments in the field of learning, their presentations ranging from book form to CD ROM; and (b) the suggested subject approach of depositing publications to designated libraries.

- (ii) Certain libraries should be designated as Subject Libraries i.e. that a particular library should receive all publications on a given subject.
- (iii) Each government (federal and state) or ministry library should aim at collecting all publications of and by the ministry.
- (iv) Each depository library should perform its duties efficiently to enhance the effective bibliographic control of all publications within its jurisdiction. It should among other things (a) process all materials received promptly; (b) send catalogue cards for each title to the National Library of Nigeria for inclusion in the National Union Catalogue; and, (c) prepare a list of all items received annually and distribute them far and wide.
- (v) The National Library should prepare enlightenment programmes for authors, publishers, printers, and librarians on the importance of keeping and updating a comprehensive bibliography of the publications in the country.

The outreach programme of enlightenment campaign should be on continuous basis so that it can be effective so as to garner the total intellectual output which range from books to miscellaneous pictorial works depicting the cultural heritage of Nigerians and be preserved for the use of Nigerians and other peoples throughout the ages.

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HUMAN RESOURCE DEVELOPMENT AND THE DEVELOPMENT OF LIBRARIES AND LIBRARY PROFESSION IN AFRICA

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ABSTRACT

Library managers and professionals have often been unable to strike a desirable balance between planning for resources in general and human resources in particular. As a result, the acquisition and utilization of appropriate skills, commensurate with market demands, have remained rather haphazard. It is recommended that practitioners and trainers should harmonize the relationship which exists between them in order to develop a common approach to professional issues and problems.

INTRODUCTION

Libraries in African countries, like those in the UK and the USA, started with tremendous support from their respective governments. In the UK and the USA, this support was triggered by expansion of services in other service sectors like education, health, and social services, as a result of rise in the birth rate after the Second World War. The immediate post independence support received by libraries in the African countries was triggered by a thirst for knowledge. There was a strong belief that libraries had a tremendous potential for satisfying this thirst for knowledge. Hence, at that early stage, libraries were highly regarded and received high priority for government funding like essential services such as hospitals and schools (Mchombu, 1991).

This generous support has, in both cases, contributed greatly towards laxity on the part of the library managers and professionals in striking a balance between planning for resources in general and human resources in particular, in the context of competition. It has, in a substantial way, contributed towards professionals' slowness to face up to and to cope with changes now taking place. This is reflected by areas of emphasis in assessing library standards. Emphasis is placed more on collection development rather than on striking a proportionate and desirable balance between collection development and human resource issues. The lack of a consensus between the practitioners and the educators/trainers in relating market demands to the contents of the training programmes in terms of cognitive content and skills content (Ritchie, 1988), and how to approach professional human resource issues in general, highlights this trend of development. This attitude has been replicated in Africa because of two major reasons: most of the professionals receive their training from the West; and secondly, library development in its earlier stages was nurtured by expatriates from the former colonial masters.

The persistent lack of a consensus on what skills should be imparted to the trainees, as

reflected by the existence of a gap between the practitioners and the trainers noted in USA and UK (Conant, 1980; Ginzberg and Brown, 1967; Wasserman and Bundy, 1966; Ritchie, 1988) and in Africa (Sturges and Neill, 1990; Nawe, 1995) is an expression of the unknown extent of problems. Nonetheless several observations in this regard are enough to highlight the extent of the gravity of the problems. These include: employers' preference for basic skills rather than professional qualifications (Moore, 1987) in what are considered as emerging markets for librarians and information workers; the unmatched rigidity of hierarchy between professional and non-professional personnel and stratification in the tasks performed by each category (Sturges and Neill, 1990; Oberg et al., 1992:); the lack of a link between paraprofessional and professional status, and disharmony in library education (Sturges and Neill, 1990). In addition to these, in the case of Africa, there is a lack of direction as reiterated, in the 1990s by Neill and Mbaakanyi (1991), but with additional problems. Additional problems include inadequate training facilities, failure to attract staff, and a shortage of suitable candidates. Neill and Mbaakanyi (1991) also raised concern for the need to impart appropriate skills and to inculcate right attitudes towards change in the management of African libraries.

THE IMPLICATIONS OF NON-IDENTIFICATION OF HUMAN RESOURCE PROBLEMS

The lack of a consensus between the practitioners and trainers "inhibits potentially beneficial interchange of ideas and knowledge that might contribute to the solutions of problems confronting the profession" (Conant, 1980). The lack of a consensus between the practitioners and trainers/educators is aggravated by misconception of issues and problems due to inadequate and unbalanced research undertakings.

Misconception of Issues and Problems

The results of the survey carried out in the SADC member states (Nawe, 1995) show that both secondary and primary sources attest to the lack of a consensus regarding the nature and perception of human resource problems apparent among the professionals. It was also noted that what pertains in the UK and the USA where most of the SADC member countries professionals are trained, have a strong influence on human resource problems in the SADC countries. These sources also confirm a wholesale inheritance of the Western librarianship practices and a failure to adapt to the African situation by the African countries after gaining their political independence. These problems are compounded further by putting wholesale blame on the relationship that exists between the developed world and developing countries and by propounding on the theories of underdevelopment, rather than on analysing them in the context of working situations.

Research

The lack of coherence in profession's undertakings is reflected in its multifaceted and misconceived problems. The position cannot be easily described in terms of quantity or quality because of the limited research coverage. Imbalance in research undertakings, and in some instances total lack of research puts the profession in a weak position. As noted by Conant (1980) in the USA, "the gap between educators and practitioners results from an alleged sparsity

librarianship". Conant (1980) also noted that "the educators have estranged themselves from the working profession by failing to encourage a flow of personnel from libraries to library school faculties and back". In addition, "few working librarians are invited to join library school faculties because of concerns of university and library school administrators that the standing of the school and the quality of instruction might suffer" (Conant, 1980).

"Information is now viewed as a strategic resource, both by corporations and individuals" and "participants in the global economy seek the most current and relevant information to make the most timely and effective decisions" (Kong and Goodfellow, 1988). Unfortunately, enthusiasm for research on how to handle the situation effectively, through effective utilization of human resource is lacking. This is implied in Kania's (1988) and Oberg's (1988) findings. Evaluation measures emphasize input and processes and these are normally based on impressions rather than analysis based on hard facts. Use of impressions is likely to emphasize subjectivity and "might quite literally overwhelm the accuracy of the interpretation of performance" (Martel, 1985), although it could help in providing some underlying information.

Whilst "there is no shortage of views and opinions in the profession regarding what is lacking in the educational preparation of librarians for research libraries for research libraries, there is little research on which to base judgements about what knowledge and skills are required" (Powell and Creth, 1986). Therefore, judgements on knowledge and skills required are mainly based on opinions. Powell and Creth (1986) also found that educators need to review curricula in the traditional core areas, and that attention should also be paid to continuing education courses for the practitioners. In addition to these, the need for library administrators to strengthen staff development programmes was also recommended as "ongoing support from their organizations in providing opportunities for continued learning", because "currently continuing education/training is needed most in management and automation" (Powell and Creth, 1986).

Redfern's (1990) concern over training and personnel development, and the need for skills analysis based on predicted priorities, reflects the persistent weakness in human resources planning noted earlier by Ginzeberg and Brown (1967), Wasserman and Bundy (1966) and, Powell and Creth (1986) regarding skills inventory. This also applies to the absence of concrete plans for their acquisition once they are identified. In addition to the problem of identification and acquisition, there is the problem of utilization. Studies on matching training needs to their provision indicate that problems may sometimes arise, not out of the shortage of skills, but from the take-up of the skills, as soon as they are acquired (Ritchie, 1988). The problem of mismatching of skills was also noted by Armstrong (1983) and Brittain (1989), in the case of UK, as is also the case in Africa (Strurges and Neill, 1990) as strongly reflected in blurred roles between tasks performed by professionals and paraprofessionals.

However, since this situation is the product of the gap between the education and employment sectors, the reconciliation process needs a thorough study and a practical back up from the professionals. An unwavering stand in demonstrating professional worth through taking appropriate steps is a must rather than an option. Gray's (1987) observations regarding research coverage on actual and potential employees and employers, indicates the scale of the problem:

The has been much useful research in this area, yielding information about the background, performance and destinations of students, their motivation and attitudes of employers. But the resulting picture is rather confusing. This is partly because the results of different studies

are not always comparable and sometimes conflict. But in addition some questions have not been clearly answered, for example what changes in curricula might meet employer's criticisms of basic education and why some employers, even outside academic libraries, much prefer students from graduate courses (Gray, 1987).

Arguably, this is one of the reasons for the slow professional reaction to new developments in terms of identifying and defining required skills, and in how to acquire and use them in well structured work patterns which are commensurate with customer demands. The mere fact that consensus is only at the stage of accepting the existence of a human resource problem is a reflection of something being amiss between the quality of the employees and the work structure. It is also a reflection of a gap between the operations of libraries and information centres and how professionals relate to their customers. However, this does at least express a degree of compliance with what is happening rather than ambivalence to the state of the profession, regarding its survival and growth in the midst of competition. Apart from the perplexing issue of skills, there is a tendency to look for scapegoats. Problems facing the profession are often blamed on one or more of the different bodies such as governments, and parent organizations, or in the case of the Third World, this may also be attributed to external factors. The lack of information policy, shortage of funds, lack of foreign currency, low level of local publishing and level of illiteracy are among the commonly cited problems in the case of African libraries.

However, there is a slight shift of emphasis from putting wholesale blame on external factors to internal factors (Sturges and Neill, 1990), and a need for some adjustments to the training programmes has been noted (Cronin, 1992). Nonetheless, their adaptation to the African reality seems unlikely in the near future because the relationship that exists between the trainers and the practitioners is not strong enough to bring about the desired change.

In addition, the interest now taken in oral librarianship, and in what Sturges and Neill (1990) called the struggle for knowledge, are encouraging although it involves resolving a number of issues. Important issues to be resolved include, first, a new approach to professional roles vis-a-vis the traditional micro outlook that hold strong boundaries between the activities of librarians and information scientists on the one hand and those of other specialists on the other.

It is equally worth noting that there are conflicting views regarding the skills required in Africa. It is common to hear that not only are most of the services not carried out because of the lack or the shortage of trained staff, but also, that "at the moment it is difficult for many libraries in Africa to monitor their performance in relation to resource utilization because the basic data is either not kept, or if kept it is not properly analyzed" (Mchombu, 1991). Yet, it is claimed that "every country in Africa is full of young people" with appropriate education, who are "highly motivated to respond to the different information handling situations in an innovative and efficient manner" (Machombu, 1991).

Indeed, this is ironical. It brings us back to what Wasserman Bundy (1966), and Gimbert and Brown (1967) observed, in the USA, regarding the complex nature and perception of the human resource problems in this profession. Unless there is something wrong it is practically impossible to have competence and yet fail to deal with basic problems or at least to have basic data for handling them.

Another issue of serious concern is possible overestimation by the profession of the importance of libraries to society. There is a general belief that libraries have a tremendous

potential for advancing the pace of development because "they are the storehouses of humanistic, scientific and technological knowledge and the repository of the wisdom of generations and civilization" (Banjo, 1991). They are so vital to society, next to family and church, that without them societies can barely be considered civilized (Hendrick 1986). Proponents of this belief fail to realize that, unlike other services such as education and health, there is no tradition nor intrinsic worth that obliges organizations or governments to encourage library service, if they, at any point, feel that it is not absolutely necessary to have the (Cronin and Martin, 1983). Consequently they fail to appreciate the pace and the impact of current changes on the position held by libraries in society.

BRIDGING THE GAP BETWEEN THE PRACTITIONERS AND TRAINERS

An elimination of the damaging 'gap' between the educators and the practising professionals is absolutely necessary to give the profession a direction and to harmonize its activities. This step is necessary if the profession is to plan for and to competently manage its workforce, particularly in the light of the drastic technological developments now taking place. Any technological generation gap affects services and human resource planning. For example, in Africa, many senior professionals received their basic education and training prior to the revolution in new technology. Their perception on what skills should be acquired, and how to use them effectively, is bound to differ immensely from that of the newly trained professionals. This was strongly reflected in the Southern Africa Development Community member states' observation regarding the relationship between the leakage of professionals from the public to the enterprise sector and the utilization of professional skills in the region (SADCC, 1991). Professionals tend to move to the enterprise sector where they feel their proficiency and skills are not only rewarded materially, but are also more likely to be recognized and utilized.

However, this issue can be more important in developing countries than in the developed countries, because, unlike in the developed countries where technology grew out of, and part of the development process in the society, technology is an imported phenomenon to the developing countries.

The closure of the gap will also help to minimize the mistrust that exists between the seniors and they newly recruited professional, noted above. Thus the new professionals will be seen as a reinforcement to the profession rather than a threat to the established order, as a problem implied by 25% of the respondents in a survey carried out Tanzania on perception of human resource problems in this field (Nawe, 1995). A tantalizing remark made in the course of the author's discussion with one former professional concerning the key human resource issues in the professions, highlighted this problem:

I always had a desire to mobilize the librarians to believe that our profession is one of the primary ingredients in the national development; a desire to see a revolutionary attitude of librarians to the library profession; a desire to have a powerful, respected national library association. But I became discouraged by attitudes of the top management. There is too much emphasis on seniority rather than the ability to do the job thoroughly. I think that the new professionals' interest is centred around displacing the old ones. However, I still believe that librarianship as a profession is blameless save for its leadership, and by quitting the library profession has nothing to do with it (respondent's response).

In addition, the closure of the gap between the trainers and the practitioners will help to streamline programmes which will allow for smooth the transition from para-professionalism to professionalism; and information workforce. A clear career structure is likely to cement interest in the profession and to enhance the professional image. It is also likely to encourage people to join the profession because of their interest in it rather than as a "bridging" occupation, as could be inferred from the professionals' reasons for working in libraries (Nawé, 1995). Moreover, constant feedback on skills required by the market is crucial for identifying and devising continuing education programmes needed to match market demands.

Job satisfaction based on good working relations between and among the employees and the employers is central to minimization of tensions, retention and utilization of skills, and maximization of efficiency in any institution. This could be achieved, among other things, through a clear career structure that has openings for individuals' realization of their potentials, based on explicit human resource planning, strategically done, and by dealing with problems as soon as they arise.

CONCLUSIONS AND RECOMMENDATIONS

The two most serious problems are lack of enthusiasm or salient reluctance to take any concrete measures to solve problems already identified; and an overestimation of the importance of libraries to society, and it's professionals' ability in sensing the needs of their customers. This assumed ability is embedded in personality complexes, reflecting feelings of either inferiority or superiority.

Explicit planning for human resource is fundamental to the development of library and information services in any context. Mistakes, in human resource planning will adversely affect all other areas of Library and Information Science management. Explicit human resource planning requires a careful analysis of the working environment and the information needs of society and the appropriate means for satisfying them. It requires a proactive approach to problems. In this case then, a joint effort between the educators and the practising professionals is required in order to produce professionals who are committed to the professional cause, are aware of the opportunities and problems that are inherent in changes and are ready for collective leadership as dictated by current developments. Above all, they should be ready to adopt positive attitudes towards coping with current changes and developing strategies for handling future changes by:

- relying less on opinion and embracing research in order to base decisions on hard data.
- Underlying strength of the profession should be based on strategic research,
- being alert to the root cause of problems,
- acknowledging problems once identified,
- taking concrete measures to solve them,
- being ready to learn from problems in order to avoid similar mistakes in the future,
- being able to anticipate future changes and to formulate strategies for handling them, through concerted efforts at both micro and macro levels.

In order to put the profession in its proper context it is, therefore, necessary for the working librarians and information scientists and the library and information science educators to close the gap which exists between them. Through concerted effort, they should develop a coherent basis for their claim to professionalism (Conant, 1980), while considering the changes imposed

by the environment under which the profession will be practised. This has been suggested by Sturges and Neill (1990), with reference to African situation, where elimination of "the dependence syndrome" is as important as "providing the impetus to direct future generations of information workers towards new service priorities more in tune with Africa's real needs".

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TOWARDS IMPROVED USER EDUCATION PROGRAMME IN NIGERIAN UNIVERSITY LIBRARIES

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ABSTRACT

Survey data were used to evaluate the problems and determine solutions for the improvement programme in Nigerian University libraries. Thirty five copies of the questionnaire designed were sent to university librarians. Empirical analysis shows that the programme had many problems ranging from lack of enough time for teaching and practical work, lack of qualified personnel, inadequate funding and poor evaluation methods of user education.

The paper suggests that the programme should be overhauled entirely to accommodate more time, streamline theory and methodology, and, increased manpower to cover teaching and adequate practical exposure. The paper recommends "aggressive user education" by introducing a one semester compulsory course on "Use of the Library" in all Nigerian universities which will be taken by all first year students and taught by only academic and professional librarians. This would enhance greater utilization of information materials by staff and students of the University and other external readers.

INTRODUCTION

As many university libraries face the now familiar phenomenon of "information explosion" and profuse scholarly publications, it has become fashionable that library users are desirous of retrieving information materials accurately within a short period of time. One of the ways of stimulating the active use of books and other materials stored in a university library is by teaching the library users especially undergraduate and graduate students how to obtain information from available sources.

Mew (1972) defines user education as "instruction given readers to help them make the best use of a library". Mainly there are two types of user education in Nigerian university libraries: library orientation, i.e., introducing library users to usage and services available; and, bibliographic instruction, i.e., introducing use of various reference and retrieval materials in the library. The library orientation normally takes place within the first week of freshmen arrival. In short, user education programme is concerned with enabling the student to obtain information required by making use of the total resources and information materials available in the library as well as generally familiarising with organisation of the library.

The need for through user education programme arises so that such a student can use the library effectively because of exponential growth of published materials both in his chosen field and other fields. The growth in published materials particularly in the sciences, technology

and medicine requires that scattered information in various formats be properly disseminated through user instruction. Consequently, it has become difficult for a fresh student to walk into the university library and retrieve information materials accurately without initial but profound guidance to use of the literature.

User education is an important topic in library and information science. The ASLIB Conference of 1926 was the first to examine this topic critically as a conference theme. Between 1926 to 1976, an impressive bibliography of 1800 items on the topic have been published (Anwar, 1981).

In Nigeria, Soyinka (1976) examined the undergraduate library orientation at the University of Ibadan Library and recommended that librarians should work out among themselves cooperative means of tackling the problem of library orientation and instruction along lines similar to the LOEX Scheme in America. She recommended that the Committee of University Librarians in Nigerian Universities, (CULNU), should work through the Committee of Vice Chancellors, (CVC), and make the establishment of General Studies, (GSS), programme which will incorporate "Use of the Library" formal, compulsory, credit-earning and examinable courses in library instruction and orientation in Nigerian Universities.

Aguolu (1982) noted with great dismay that Nigerian university librarians seem to be pre-occupied with basic library duties, e.g., acquisition, processing and preservation without giving much attention to user education programme for effective utilization of library resources or materials. This points to the fact that there is something wrong with the user education programme imparted to users. Probably, Nigerian librarians do not take it seriously.

Similarly, Aude-Muottoh (1982) evaluated the various approaches to the user education in Nigerian universities in the light of developments and practices in academically advanced countries. His research results show that the user education programme executed in Nigerian universities have not been successful. One reason adduced for this is the fact that in most instances such programmes were not designed to suit the needs of the users. The designers of such programmes have merely copied the practice in educationally advanced countries without paying attention to the psychological problems which the typical Nigerian universities library users face and which makes his needs for library user education different from those of his counterparts in such countries as the U.K. and USA.

Umomah (1987) studied the problems facing user education programmes through a sample survey and noted that the programmes were bedeviled with serious problems like (a) scarcity of funds (b) lack of professional librarians (c) lack of faculty cooperation (d) students inability to use the resources of the library (e) over-emphasis on bibliographic instruction (f) poor integration of user education course period. These problems highlighted above need serious attention by scholars and librarians on how to solve them in Nigerian universities.

Incidentally, Alemma (1990) shared the same views with Umomah by highlighting some problems which were peculiar with the user education programme in Ghanaian universities, e.g. (a) a short time span (b) number of people involved in its teaching (c) lack of reliable (any) method of evaluation (d) needs of students not being met in ways that are relevant and effective (e) non-collaborative method of learning/teaching (f) non-integration of user education with teaching programmes.

To resolve whatsoever controversy or problems that might arise, Akinyode (1992) observed that no single approach can solve these problems. Rather, thorough planning and execution by

librarians and lecturers in drawing up a suitable curriculum to embrace a meaningful user education programme should be considered.

This paper examines how user education programme offered in Nigerian university libraries could be improved to ensure greater utilization of information materials. The rationale is that more profitable use of library materials would enhance greater application of knowledge and resources. The following research questions guided the study -

- (1) How much time is allocated to the teaching of Use of the Library in Nigeria university libraries?
- (2) What are the problems facing user education programme in Nigerian universities?
- (3) What is the staff strength of professional/academic librarians in Nigerian university libraries?
- (4) How sound is the exposition of students to practical aspects of use of the library?
- (5) What are the motivating factors to teachers of Use of the Library viz-a-viz remuneration, provision of equipment, generous time allowance from professional duties, etc. in achieving the goals of user education programme for examining?
- (6) What evaluation methods are available for examining students' assimilation of user education programme?

METHODOLOGY

During the 1992/93 academic session, 35 copies of the questionnaire designed for this purpose were mailed to university librarians in all Nigerian universities on their perceptions, problems, needs and suggestions for the improvement of user education programme.

Twenty two or (68.5%) completed and returned the questionnaire which were broadly open-ended to allow each respondent an opportunity to give as much of his/her viewpoint as possible. Apart from the questionnaire instrument, few university librarians were personally interviewed, and these interviews yielded much dividend as personal contact afforded them the opportunity to intimately express their views on the issue.

DATA ANALYSIS AND DISCUSSION

The result of the survey shows that two major problems face user education programme in Nigerian university libraries. These are (a) lack of qualified personnel and (b) lack of professional time for teaching and practical work. Other weak areas relatively mentioned were lack of theory and methodology (13.63%), poor evaluation methods (9.09), inadequate funding and (9.09%) and lack of philosophy (4.54%).

TABLE 1: DISTRIBUTION OF RESPONDENTS ACCORDING TO BARRIERS TO USER EDUCATION PROGRAMME

VARIOUS BARRIERS	NUMBER OF UNIVERSITIES	
	N = 22	%
1. Lack of qualified personnel to teach	8	36.36
2. Lack of time for teaching and practical work	6	27.27
3. Lack of theory and Methodology	3	13.63
4. Inadequate funds	2	9.09
5. Poor evaluation methods	2	9.09
6. Lack of philosophy	1	4.54
Total	22	100.00

Lack of Qualified Personnel

According to Table 1, the highest number of respondents 8 (36.36%) indicated lack of qualified personnel as the greatest problem facing their user education programmes. An extract of information from the questionnaire indicate that there were 263 qualified staff from data generated by 22 university libraries. Of these, 13 or 4.92% have doctoral degrees, 147 or 51.89% with a master degree. Less than 40% have first degree only. Given the fact that those with a master degree and above are qualified to teach library instruction, it is obvious that this number is inadequate given the large population of students in each university.

Lack of Time for Training and Practical Work

Six (27.27%) university librarians indicated this variable as the second greatest problem facing user education programmes. In addition, respondents indicated that the programme normally lasts between two to three weeks. This period appears to be grossly inadequate as university students then view the programme as watery and insignificant. Unomah (1985) observes that the user education programme lacks adequate time for practical work and concrete participation and support by classroom faculty and university administration. The author suggests that adequate time should be allocated for teaching and practicals.

Respondents also agreed that worksheets, exercises and other practical assignments especially with regards to audio-visual media materials are hardly given to students. A school of thought postulates that if a student "learns by doing" he is actively involved; he learns faster and performs better if he participates in the process of finding by himself the information needed. One can reasonably assert that a great percentage of Nigerian university students do not want to "learn by doing". On the contrary, they want the Reference Librarian to do all the work for them. Research studies taken from American survey indicate that learners retain about 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they say and talk, and as high as 90% of what they see as they do a thing (Fjallbrant, 1978). Students attitudinal behaviour needs to be measured in the light of the slim status of user education programme in terms of time allocated to it.

RESPONDENTS' VIEWS ON USER EDUCATION PROGRAMME

In assessing suggestions on how to improve the user education programme in university libraries, respondents' views on measures to be adopted are of profound value (McDowell and Tomlinson, 1989). From the discussions held with the respondents and some responses made on the questionnaire, the following factors were highlighted on ways of improving user education programmes in Nigerian university libraries:

- (1) Most of the respondents felt that the staff strength (qualified librarians) is inadequate for serious user education programme. Consequently, they suggested that qualified personnel should be recruited for the effective teaching of the programme. Where such personnel are not found, part-time qualified librarians should be employed. Such part-time tutors/librarians should be given adequate remuneration as motivational incentive. Sometimes, payments get delayed for a year so as to discourage participation by tutors.
- (2) The respondents suggested that adequate time for teaching and practical work should be allocated for the course. The usual "crash-programme nature" of the course, between 2-3 weeks, should be discarded. Adequate time should be allocated for the theory and valuable

practical session during the first semester for user education programme. They opined that the course should be a compulsory credit-earning course if it has to be taken seriously by fresh undergraduate students.

(3) The respondents further suggested that librarians should adopt less technical approach to the teaching of user education programme to a largely uninitiated/fresh students or users from other disciplines. A simpler, less rigid approach of teaching the professional contents of the course was strongly recommended by respondents.

Our observations on the respondents' views or suggestions on how to improve user education programme are partially incorporated in the data analysis and the operators of user education programmes would be well advised to learn from the evolving process.

CONCLUSION

From the research findings, the following conclusions were made about the problems, perceptions and suggestions on how to improve user education programmes in Nigerian university libraries. All the respondents show that user education programmes exist in their libraries. Six major problems were identified and ranked by respondents. These have been considered under data analysis. However, the problems requiring urgent attention include lack of qualified personnel, lack of time for teaching/practical work and lack of theory and methodology. These require necessary adjustment in the profession. It is our considered view that user education programmes need to be revised to enhance improvement of significant aspects such as theoretical basis and variant methodology, inclusion and use of qualified personnel and allocation of more credit hours for teaching purposes. We also recommend a coordinated approach, on a national basis, for user education programmes. Library organisations such as the Committee of University Librarians of Nigerian Universities (CULNU), Association of Directors of State Libraries, and Library and Information Science Teachers Association (LISTA) could coordinate user education programmes nationally. This would enhance library use particularly in the universities.

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U. SELONG EDEM



OLU OLAT LAWAL

A STUDY OF BOOK DETERIORATION AT THE UNIVERSITY OF IBADAN LIBRARY AND ITS IMPLICATIONS FOR PRESERVATION AND CONSERVATION IN AFRICAN UNIVERSITY LIBRARIES

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ABSTRACT

A book deterioration survey of the Africana collection of the University of Ibadan was undertaken. A stratified sampling technique was used. The results of the survey show that 7% of the books have very acidic paper, 59% were acidic while 35% were slightly acidic. It was also revealed that 0.2% of the books tested broke after one double fold, about 1% of the books broke after two double folds, 7% broke on three double folds while approximately 92% survived four double folds. In all, 80% of the books are in the brittle book category. The implications of the findings of the study for other university libraries in Africa were highlighted. Recommendations suggested include provision of better storage conditions for books and other library materials, establishment of conservation policies in university libraries as well as the recruitment of preservation librarians by African university libraries.

INTRODUCTION

Williams (1971) lamented:

*Libraries today are hospital for sick books
in which with very few exceptions, not
nearly enough is being done to treat the
patients... Books are not lasting as they
can and should.*

The ordinary library user in Africa confronted with the above statement is likely to accuse Williams of the guilt of exaggeration, for as far as he is able to perceive, the condition of the materials he sees on the shelves appear to be in mint condition. Furthermore, the library user is likely to wonder why the 'patients' need any treatment at all! There is no doubt that many African librarians are likely to react in a similar way by dismissing Williams as an alarmist and his analogy as faulty.

By way of acclimatising us to the enormity of the problem of book deterioration, it is instructive to consider the following statistics. It is estimated that six million volumes in the Library of Congress have deteriorated so badly that they cannot be given to users without the risk of irreparable damage. At the New York Public Library, it has been estimated that as much as half of the collection has reached advanced stages of disintegration'. About one-fourth of the volumes in large research libraries in the USA are described as brittle.

The presentation of these depressing statistics may serve a two-fold function. First, it may serve as a consolation to librarians in other institutions who may be made to feel that their problems are not unique. Secondly, the statistics show what problems lay in store for librarians. The statistics have forced the more forward-looking librarians in the developed countries to conduct surveys on the condition of their library materials as a preliminary step to taking preventive as well as restorative action. Thus, in the U.S.A. there have been surveys ranging from small to large scale ones on the condition of their bibliographic resources. Such surveys have been carried out at such renowned universities as Yale, (Walker, 1985) Stamford (Buchanan and Coleman, 1987) and Syracuse (Randall, 1987). In Britain, a major survey of the condition of the monograph and periodicals held in the Department of Humanities of the British Library was undertaken by Pollock (1988). Of the 5,283 books surveyed, 4895 or 92.35% were post 1850 and were fold tested. Of the post-1850 books, 697 or 14.28% could be regarded as being in very poor condition. Pollock however, argued that this represents a very large number of books in any collection. At the Uppsala University Library in Sweden, 20 percent of the books were reported to be in bad condition (Palm and Cullhed, 1988). A recent study of the paper permanence in selected libraries in Kenya, carried out by Mwangi (1994) indicated that of all the bibliographic materials tested, about 73.3 percent, are in danger of acid hydrolysis as they have a pH of below 4.

The Africana Collection of The Kenneth Dike Library

The Africana collection consists in the main, of unique materials on Africa with strong emphasis on Nigeria and West-Africa. The collection has also been described as the heart of the university library. It is this unique research collection that has made the university a Mecca for research scholars from Nigeria and beyond. Its core consists of bibliographic materials bought or donated to the library. These materials are, because of their importance, not kept on the open-shelf. The materials can only be consulted after an application has been made and granted. Unfortunately, few systematic studies of the condition of bibliographic materials have been undertaken in Nigeria. This study should be considered one of the first attempts to systematically study the condition of library materials in one of Africa's major libraries.

The Statement of the Problem

It is a paradox of our time that it is to paper, which is so fragile, that is assigned the awesome task of transmitting man's cultural heritage and accumulated wisdom. It is true, however, that man in his ingenuity has produced other information carrying media such as microform, magnetic tapes/discs and optical disks but paper is the oldest and perhaps the most user-friendly of them all. The book which is one of the by-products of the invention of paper has been with man for centuries and has, to a great extent, served him well.

However, all paper and therefore every book deteriorates over time. The rate of deterioration is function of such factors as the chemical characteristics of the paper, the mechanical construction of the volume, storage conditions and intensity of use. The paper most often used for books manufactured since the mid-nineteenth century tends to be acidic. Incidentally, most books in our libraries in Nigeria and those of the Africana collection in particular fall under this category. Such books are less stable and durable than alkaline paper. They quite often need urgent attention.

Objectives of the Study

The overall aim of the study (using Williams' analogy of books being sick) is to find out whether the Africana collection of the Kenneth Dike Library contains any 'sick' books. If on the other hand, there are 'sick' books what, is the degree of their 'sickness'. Perhaps we can refer to our effort in this direction as mainly diagnostic.

The specific objectives of the study, however are :-

- (a) determine the acidity/alkalinity of the collection by means of a pH test.
- (b) determine the brittleness of the materials by means of the fold endurance test.
- (c) determine how many of the African collection manifest signs of fading.
- (d) find out what proportion of the materials have tears, and damaged by water or are mutilated.
- (e) finally, to proffer short-term and long-term solutions for the preservation of the collection.

Limitation of the Study

This study suffers from a number of limitations. The first is the fact that the method used for deriving the pH levels involves the use of pH indicators (colourphast strips). Although pH indicators have been used in several studies, there are actually more sophisticated instruments for deriving the pH. One such instrument is the pH meter.

Secondly, it would have been more desirable to test for the presence of lignin. This test involves the placing of a drop of aniline sulphate solutions on a sample. A yellow colouration indicates the presence of lignin. Lignin, is an undesirable element in the paper-making process.

Thirdly, the study did not test for the presence of slum-roisin. The test involves the placing of a drop of concentrated sugar solution on the sample. This is allowed to soak for a while then the excess is blotted off and a drop of concentrated sulphuric acid is added. A pink colouration shows the presence of alum-roisin. Again, alum-roisin has been responsible for most of the acidity leading to paper degradation.

Lastly, it would have been instructive to test the level of illumination in the storage where Africana materials are stored.

METHODOLOGY

In view of the difficulty of surveying all items/volumes in the Africana collection, a suitable statistical technique was sought that would make it possible to report as accurately as possible on the collection based on a small portion of it. The investigator settled for the stratified random sampling technique. One reason for this technique is because of the heterogeneous nature of the materials. The second, of course, is the convenience which the use of this technique provides.

The Africana collection in the Kenneth Dike Library has two types of classification: The L.C. and Bliss classification schemes. The books surveyed were exclusively those classified according to the Bliss classification scheme.

TABLE 1: NUMBER OF BOOKS IN THE SUBJECT AREAS

SUBJECT	NO
ENGLISH	12,792
HISTORY	15,000
EDUCATION	479
RELIGION	236
POLITICAL SCIENCE	191
ASTRONOMY/GEOLOGY	100
LAW	141
SOCIAL WELFARE	74
PSYCHOLOGY	14
GRAND TOTAL	29,017

A random sample size of 1,495 books was drawn from the total of 29017 books. The method of proportional allocation to samples was used in obtaining the sample size of each stratum. For the purpose of this study, each subject area is regarded as a stratum.

TABLE 2: RANDOM SAMPLE OF COLLECTION

SUBJECT	Nh	nh
English	12,729	659
History	15,000	773
Education	479	25
Religion	236	12
Political Science	191	10
Astronomy/Geology	100	5
Law	141	7
Social Welfare	94	4
Psychology	14	1
	N = 29,017	n = 1,495

nh = Sample size of books per subject field

Nh = population of book per stratum (subject field)

n = total sample size of books

N = total population of books

Thus, Table 2 is derived from using the equation

$$nh = \frac{n \cdot Nh}{N}$$

Perhaps it might be mentioned in passing that the final sample size of 1,495 out of a collection of 29,017 is comparable with sample sizes used in the Yale (0.05) Syracuse (.002) and Wellesley (.003) surveys.

A pilot survey of 85 items was conducted to improve the survey design. It also gave an opportunity for designing the research strategy.

Procedure Employed for the Tests

A number of tests for identifying paper *permanence* and *durability*, include acidity/alkalinity, folding endurance and tear resistance tests. While the acidity/alkalinity test measures paper permanence, the fold endurance test assists in the measurement of paper durability.

For the purpose of this study, the pH indicator (colour-pHast) strips were used. The pH indicator responds with a colour change when brought into contact with specific levels of acidity or alkalinity. These are easy to use and accurate enough to indicate whether a paper is neutral, decidedly or mildly acid or alkaline. Tests on coated paper are however not often too satisfactory as the coating tends to obscure the true character of the interior of the paper. The colour indicator has the added advantage that it does not leave a permanent mark or stain on the paper that is tested.

- (1) A small piece of polyester was placed under the area to be tested.
- (2) A drop of distilled water was placed on the area to be tested. As much as possible, no attempt was made to test areas close to ink or any colouring agent so as not to vitiate the accuracy of the reading. The paper was checked at three spots and the average reading was taken.
- (3) After 3-5 minutes, the polyester was removed as well as the test strip to determine the pH value by matching the colours of the wet indicators to the color chart on the colourphast box.
- (4) Any water remaining on the paper was blotted out.
- (5) Books with pH value below 7.0 are acidic.
- (6) A pH of about 8.5 indicates that the book has an alkaline reserve.

The Folding Endurance Test

The second test carried out on the books was the fold endurance test. The number of double folds was considered a measure of brittleness. The top corner of the last page was folded, alternating the direction of the fold until the fold broke or until it folded eight successive times. Paper capable of eight successive folds (i.e. four double folds) without breaking was considered not brittle. It may be noted that books that are brittle are not only difficult or impossible to repair but they also cannot withstand photocopy or heavy use.

The book was considered very brittle if the corner broke on one double fold. It was considered brittle if the corner broke after two double folds and was considered weak if it broke after three double folds. As mentioned earlier it was regarded not brittle if it survived four double folds.

ANALYSIS OF DATA AND DISCUSSION

Acidity/ Alkalinity of Books Surveyed

It has been realised for many years that excessive acidity is the single most serious cause of paper degradation. Although it is not possible to specify an exact limit of pH, below which undue acidic deterioration may take place, however, many investigators agree that designed for performance should not have a pH below 5.4 to 6.0 paper, Table 3 presents the results of the pH levels of books surveyed. If we take pH 5.4 as our bench-mark and then consider all books surveyed with pH 5.4 and below as highly acidic then roughly 67% of the Africana collection have undesirable levels of acidity. For purposes of analysis, we can classify paper as being very acidic if it has $\text{pH} \leq 3.8$; acidic, if it has $3.8 < \text{pH} \leq 5.4$ and slightly acidic if it has $\text{pH} > 5.4$ but below pH 7.

From Table 3 it can be gathered therefore, that about 7% or 105 of the books have very acidic paper; about 59% or 866 of the books have acidic paper while about 35% or about 520 books have slightly acidic paper. Only, 3% or 4 of the books could be considered to have a neutral of 7.

There is a well-proven strong correlation between paper acidity and paper degradation or its corollary paper longevity. The more acidic the paper, the more short-lived it would be, all things being equal. The seemingly high figure of 67% of the collection having undesirable levels of acidity may not be surprising for a number of reasons. First, majority of the books in the collection are probably made from wood pulp. None of the materials was produced prior to 1850. In other words, most of the books date from after the 1850s. The mid nineteenth century to the present has usually been characterized as the period of bad paper. Finally, the figures provided in Table 3 correlate fairly well with the results of similar studies. For example, in the Wellesley library survey, 91 per cent of all publications dating back to the 1950s are acidic as are 65 per cent of all the 1970 books.

TABLE 3: pH LEVELS OF BOOKS SURVEYED

pH LEVEL	FREQUENCY	%
Very Acidic (pH 3.8)	105	7.02
Acidic (3.8 pH 5.4)	866	57.93
Slightly Acidic (pH 5.4)	520	34.78
Neutral pH 7.0 4	4	.27
	1495	100

Paper Brittleness

The fold endurance test is perhaps the best way of ascertaining paper durability. For the books tested, as explained under methodology, the following criteria were used:

- Very brittle - if corner broke on one double fold.
- Brittle - if corner broke on two double folds.
- Weak - if corner broke on three double folds.
- Not brittle - if paper survives four double folds.

Table 4 shows the proportion of books in the collection that are brittle. From Table 4 it is revealed that 0.2% or 3 of the books tested broke after 1 double fold, about 1% or 15 of the books tested broke on 2 double folds, 7% or 105 of the books tested broke on 3 double folds, while approximately 92% of the books tested survive 4 double folds. In all, over 8% of the books tested are in the brittle category.

TABLE 4: PAPER BRITTLINESS: FOLD ENDURANCE TEST

PAPER CHARACTERISTIC	FREQUENCY	%
AFTER 1 double fold	3	0.2%
AFTER 2 double folds	15	1.0
AFTER 3 double folds	105	7.0
AFTER 4 double folds	1372	91.8
	1495	100.00

If we compare the results of this study with those of the Universities of Yale and Brigham-Young, then the condition of the Africana collection may not be considered as being too critical. The Yale survey found out that 37.1% of the books sample had brittle paper while 82.6% were acidic. The Brigham Young survey on the other hand, found that 75.5% of sample books were acidic. While only 1.9% were very brittle.

Mutilation of the Collection

If we define the mutilation of books as a variety of occurrences which include staining, tearing, scribbling on books, then the number of books that may be considered as mutilated is very small. Indeed, only 70 out of 1495 books surveyed or approximately 5% of the total can be described as mutilated.

It may be inferred from this result that misuse of books and vandalism do not constitute important problems for the Africana collection. It should not come as a surprise that the number of unmutilated books should be so high i.e. 1329 or 89% of the total number of books surveyed. It should be remembered that the Africana collection is not on the open-shelf; In other words, it does not circulate like other library books. This, no doubt, is responsible for the relatively good condition of the books.

Environmental Factors

Damages attributable to environmental factors for the purpose of this study may be said to include those caused by insects, mould, sunlight and water. The damages are associated with the physical environmental in which the materials are kept as well as with all the house-keeping practices provided. Only a very small proportion of the books surveyed, 48 or about 3% of the total suffer from water damage as . The study therefore shows that water is relatively insignificant among the environmental factors that affect the Africana collection. As to the causes of the water damage to even the small portion affected, no firm conclusion could be

reached from available evidence. It might be surmised that it is either that the books were affected by water before being brought into the shelves or that they were damaged by an unusual rainstorm through some of the windows. There was no evidence of rain seeping through the wall or ceiling of the building. None of the books were affected by insects and evidence of mould attack is relatively limited.

Fading of the Books

The most important cause of fading of library and archival materials, as we have attempted to show in the previous part of this study, is light. The number of books which show signs of fading is unacceptably high at 30% or 452 of the books surveyed.

We may trace the problem of fading of books in the library to the use of unfiltered fluorescent light and possibly the effect of sunlight. Many libraries, unaware of the insidious effects of fluorescent lighting systems use them because they provide greater illumination than the incandescent lighting system. To illustrate, while a 40 watt fluorescent lamp provides as much as 1,700 to 3,450 lumens, a 40 watt incandescent light provides just 360 lumens. However, fluorescent light emits undesirable quantities of ultraviolet radiation. Again, whereas, the fluorescent light emits 400mv/lm, the incandescent light emits less than 75mv/lm (microwatts) per lumen, which is usually the maximum figure permissible for light sources in archives and libraries. This aspect of the study we did not explore.

CONCLUSION AND RECOMMENDATIONS

One of the important results of this study is the discovery that the University of Ibadan library not only has an acid-book problem but also a brittle-book problem as well. (Tables 3 and Table 4. There are books with a low pH (5.4) and which fail to survive 4 double folds. There are two main ways of dealing with the acid-book problem. The first is to deacidify the books. This is the chemical treatment applied to neutralize acids in paper as well as provide as alkaline buffer. The buffer is to neutralize any acid that may form at a later stage. The objective is, of course, to prolong the life of the books. It must be noted however, that deacidification does not impart strength to the affected books. For books that have become brittle, no deacidification measure can be of any value. Recourse can only be taken to reformatting techniques. This involves the transfer of the information in the books into some other medium. This may be through either microfilming, photography or digitization.

For library materials that are still in good condition, an improvement in the storage environment is to be recommended. This involves the storage of the materials in an environment in which both temperature and humidity levels are controlled. Air-conditioning is perhaps the most efficient method of bringing this about. It is of interest to note that the section of the library where the Africana collection is stored is now airconditioned while at the time of this study, it was not. This is certainly not all; efforts should be made to constantly monitor the environment. Instruments such as thermometers which measure the temperature of a given environment, thermohygrographs which record both temperature and humidity and U.V. meters which measure ultra-violet emissions are all necessary. There is increasing stress today on climate control in libraries for good reasons. The positive effects of climate control on libraries though undramatic in the short run are significant in the long run. It is therefore worth investing on.

Also recommended is the integration of preservation criteria into collection development decisions in academic libraries. The writer would like to advocate fundamental changes in the present staff structure of our libraries which recognise the important place of conservation and preservation. It is about time that we had positions for conservators in our academic libraries. The following staff positions are now commonly found in libraries in many parts of the world:

- (a) Preservation Officer
- (b) Preservation Librarian
- (c) Book conservator
- (d) Conservator
- (e) Collection conservation librarian

For example, the collection conservation librarian of the University of Texas has as his job description, responsibility for the physical care of a wide variety of library materials. He establishes conservation priorities and treatment strategies. The field of conservation and preservation has become so technical, that whoever takes charge of functions in this field in our libraries would need specialized training.

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PRESERVATION AND CONSERVATION OF ARCHIVE MATERIALS: THE CASE OF KENYA

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ABSTRACT

This paper discusses the factors that have contributed to ineffective conservation of archive materials in Kenya. The paper argues that some of the factors that have caused this situation include lack of adequate resources, lack of trained conservators, inappropriate building, absence of a disaster control plan and preservation policy. The paper concludes that undertaking cooperative ventures, formation of a professional association, setting up of a national preservation office, revitalization of the Public Archives Advisory Council, and the contribution of the Department of Archives and Records Management, Moi university as being some of the proposals that may contribute to proper conservation of these materials.

INTRODUCTION

The term conservation is defined by Vinas and Vinas (1988) as the operations which are intended to prolong the life of an object by forestalling damage or remedying deterioration. Conservation activities may be grouped into three major areas. The first one is examination. This involves the process of determining the causes and extent of damage to a document. For example a conservator may analyze the ink used to determine if it is water soluble or not. This will assist in deciding whether deacidification is carried out before repairs. If the ink is water soluble, then non water based deacidification processes are used or alternatively the ink can be fixed. The second area is preservation which involves stabilizing the environment under which archival materials are kept. Stabilization of the environment implies control of excessive temperature, relative humidity and instituting good house keeping practices. The third area is restoration which refers to the repair done on a documentation order to prolong its lifespan and restore it to its original status. Some of the restorative techniques widely used in the Kenya national Archives and documentation services include:

- Tissue repairs,
- Inlaying,
- Mounting,
- Encapsulation,
- Chiffon repair,
- Lamination and
- Binding.

METHODOLOGY

In Kenya, the National Archives and Documentation Services is the sole institution given the mandate of preserving archival materials. In order to establish the problem faced by the department in fulfilling this task, interviews with senior archivists and technicians who could talk on the problems related to the preservation of records were conducted. A physical inspection of the facilities and the state of the records was also undertaken. The rest of the information was collected over a period of five years when the author worked as a records manager in Nakuru records centre.

A brief history of the Kenya National Archives and Documentation Services

The Kenya National Archives and Documentation services was established in 1965 by an Act of parliament, the Public archives act, Cap 19 of 1965. The Act became operational on 26 January 1966. The act was amended in 1990 which led to the creation of a documentation services and changing of the title of Chief Archivist to that of Director. According to the Act, the Director is responsible for taking all practical steps for the proper housing, control, custody thereof, and make special arrangements for the separate housing of, films and other records which require to be kept under special conditions (Kenya, 1985).

Conservation of archive materials is one of the primary functions of the department. Presently it is estimated that the institution has over one million individual records, an equivalent of six linear kilometres. The type of records in the custody of the department include:

- Conventional paper records,
- Document on microfilms and
- Audio-visual records.

The Kenya National Archives is yet to tackle many of the conservation problems that presently face it. The discussion that follows highlights some of the factors that have contributed to ineffective conservation of these materials.

Lack of a disaster control plan and documented conservation policy

Even though Kenya is seen as a success story in the conservation of archive materials in the region, there is still a lot to be done. A review of the conservation programs revealed that the department does not have a disaster control plan. The absence of such a plan implies that in the event of a disaster occurring, it would not be in a position to respond to the disaster with the urgency that is required.

Alegbeleye (1993) argues that archives libraries are prone to disasters that can be classified broadly as natural and manmade and they include fire, flooding, vandalism, civil unrest, earthquakes, volcanic eruptions, war, lightening and to some extent rodents and pests. Moreover this study revealed that the department does not have a conservation policy. A conservation policy is a vital document whose functions include:

- Setting the framework within which a collection is preserved.
- Allowing the best direction of its energies by an institution and the best use of resources.
- Setting the standards for storage, cleaning and handling of documents.
- Establishing priorities for conservation treatment, maintain a programme for repair, and education for staff and users.

Although the department lacks a comprehensive conservation policy it has evolved a set of criteria for determining records for treatment. These include:

- Restoration of badly damaged documents,
- Restoration of valuable documents and
- Restoration of repairable documents.

This implies that in the absence of a conservation policy document, the department is still able to determine materials for treatment.

Inadequate resources

Perhaps the lack of suitable equipment, materials as well as financial resources contributes significantly to the present status of preserving records in Kenya.

The study revealed that there is more bindery work carried out in the conservation section than restoration work. This scenario can be attributed to three factors:

- Restoration work is a slow process compared to conservation work,
- Acquisition of restoration materials is harder compared to binding materials which are available locally and
- The few existing staff have more skills in bindery work than restoration work

Inappropriate building

As stated earlier, archival collections are prone to deterioration if not kept within an environment that is not stabilized. To date Kenya lacks a purpose built archives. The present building is a former bank building situated right at the centre of the city. The effects of smoke and dust on records can not be underestimated. The study revealed the following as being the major problems encountered:

- Noise. Researchers can not concentrate due to noise from vehicles.
- Dust. Affects records especially during the dry season.
- Security. In the event of riots or civil unrest, records are likely to be damaged or vandalized.
- Pollution. Results from exhaust fumes of matatus, taxis and buses.

The problem of inappropriate buildings is not unique to Kenya alone, in Eastern and Southern Africa, a number of archival institutions especially archival ones adapted premises to house their collections. Archives or library materials housed in such premises will not receive adequate protection against loss, decay and destruction through humidity, light, insects, fire and theft.

Lack of Trained Conservators

For any program to succeed there is need to have trained manpower. Conservation is a

specialized field that requires staff who understand the physical and the chemical nature of the materials in their custody. In the Kenya National Archives and Documentation Services the few staff members that the department has trained in the past have left to join other institutions. The trend now is to attach new members of staff to the conservation section for a number of days to gain practical experience before they are deployed to work there. A survey of the staffing situation at the conservation section revealed that;

- No graduate works in the conservation section and none has received specialized training in the area in the past,
- the total number on non graduate staff is five of which one member has trained at diploma level while the other four have received training at certificate level; and
- In the past no staff with a good background in sciences has been employed though the department acknowledges that this should be the case.

Perhaps the scenario depicted above reflects the low status that the conservation section is given. The department can not be blamed wholly for the current situation. Local training institutions do not teach conservation as a major course of its own. Moi University should take up the challenge. The Department of Archives and Records Management should offer more specialized courses in conservation when the current conservation laboratory is fully established.

RECOMMENDATIONS

The situation discussed above may look bleak. The department should not be judged harshly given the limited resources with which it has been operating on. The proposals highlighted below can contribute to overcoming the current problems.

Undertaking Co-operative Ventures

With limited resources and diminished budgets, undertaking co-operative ventures may be one of the options. This will involve other allied institutions like libraries which are also faced with the same problems of conserving books in their custody. This may involve the establishment of a joint conservation or microfilming unit. Such a venture should be concerned with the repair of materials and it may also act as a centre for training conservators. The institutions will pull resources together so as to buy the equipment and materials necessary for the repair of materials.

The Role of Moi University

The Department of Archives and Records Management within the Faculty of Information Sciences can play a big role in terms of training manpower in the area of conservation. One of the major objectives of the department is to train competent manpower in the area of archives and records management. The training of conservators should be identified as one of these areas. In the past the department has not been able to train students adequately in the area of conservation due to lack of a conservation laboratory where the students can undertake their

practical work. However a new conservation laboratory has been established within the new Margaret Thatcher Library building and will act as a teaching facility when fully established, besides being used for restoration work. At the moment the equipment have not been installed nor has a competent conservator been employed to assist students with practical work. When fully established/the department should strive to train competent conservators to satisfy the manpower needs of the country.

The Role Professional Associations

The absence of a professional association comprising of archivists and records managers may partly be responsible for the current situation. A professional association would act as a pressure group to sensitize members on the need to take all practical measure to preserve records in their custody. The newly formed Kenya Archivists and Records Managers Association (KARMA) which is yet to be registered, has among its aims and objectives the need to take all practical measures and defense against all possible hazards of the archival heritage and to further the progress of all aspects of administration of archives and records in Kenya.

The other broad objectives of the association include lobbying for funds in order to train members locally and abroad and fighting to gain recognition and acceptance of the archives profession by the public.

Setting up of a National Preservation Office

The need to create such an office to coordinate all preservation and conservation issues can not be underscored. The broad objectives of such as office will include:

- Creating and promoting awareness on the need to preserve and conserve archival materials,
- Organization of seminars, workshops and conferences to discuss issues related to conservation of archive materials,
- Acting as a centre for information dissemination,
- Soliciting for funds nationally and internationally to purchase equipment and materials; and
- Responsibility for the publication of a journal where archivists can exchange ideas through their individual contributions on issues related to the preservation of archival materials.

Revitalization of the Public Archives Advisory Council

The council though provided for in the Public Archives Act cap 19 of 1965 has been nonexistent for a long time and all aspects of preserving records have been left to the Director of the Kenya National Archives and Documentation services. The council is supposed to consists of eight members appointed by the minister. The national archives and documentation services falls under this council. The major role of such a council would be to lobby for funds. During this era of structural adjustment programs when governments are being asked to reduce the public expenditures, archival issues may not be seen as a priority area as emphasis is placed on education, health and other related areas.

Upgrading the conservation section to a Division

At the moment, conservation activities are under the Archives Administration division. Perhaps to raise the status of conservation work, it may be a wise move to upgrade the section into a full division under the supervision of a senior archivist. Reprographic activities can be included in this division. This is the trend in archival institutions that have well established conservation units in Asia and Europe.

CONCLUSION

The paper has focused on problems and possible solutions related to the preservation and conservation of archival materials in Kenya. The solution may lie in the Kenya National Archives and Documentation Services taking full responsibility for the management of records in the public service during their entire life cycle. This will ensure that when records are transferred for permanent storage they present fewer conservation problems.

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SHORT COMMUNICATIONS

FACTORS INFLUENCING THE CHOICE OF LIBRARY SOFTWARE IN THE SADC-PTA REGION

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INTRODUCTION

Library computerisation in Sub-Saharan Africa is gaining ground. A number of private and academic institutions have introduced computers in their libraries. Library software systems are being used for a number of functions ranging from the acquisitions of library materials to the provision of specialised information services such as selective dissemination of information and searches of electronic databases available on CD-ROMs.

A large number of library software systems are readily available on the market for purchase and implementation in libraries. Most systems are purchased from abroad, although with the opening up of South Africa, an opportunity has arisen for libraries to acquire systems from South Africa.

The availability of library systems that can be purchased and implemented in libraries has eliminated the need for developing systems from the scratch. Automation librarians and library systems analysts are now faced with the challenging task of selecting a library software system wide variety. In the process of choosing the right system, a number of factors may play influential roles which may determine the choice or preference of one system to another.

The paper examines the factors that are influencing the choice of library software systems in the Southern Africa Development Community (SADC) and the Preferential Trade Area for Eastern and Southern Africa (PTA) region of Africa. The SADC-PTA region is made up of 25 countries. Member countries of SADC are Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Tanzania, South Africa, Zimbabwe and Zambia. All, except Botswana and South Africa, are members of the PTA. Other members of the PTA are Burundi, Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Somalia, Sudan, Uganda and Zaire.

Data was collected using a survey questionnaire which was administered to university libraries in English speaking countries of the SADC-PTA region. Twenty three copies of the questionnaire designed were sent to 25 university libraries in the region which were thought to have implemented automated systems in the following countries: Botswana, Eritrea, Ethiopia, Kenya, Lesotho, Malawi, Namibia, Tanzania, South Africa, Swaziland, Uganda, Zambia and Zimbabwe. In the case of South Africa with 23 universities libraries, questionnaires were sent to 8 libraries which were selected at random. The questionnaire requested information on the following:

- * library functions which are computerised
- * name(s) of the software and year(s) of installation
- * whether the library has a qualified library or information systems analyst
- * Whether the library engaged the services of a consultant in its computerisation project
- * a list of factors, the most important one at the top and the least one at the bottom, that influenced the choice of the system(s) installed

RESULTS

Twenty copies were received, representing a response rate of 80%. However, two libraries had not yet computerised any of their functions, therefore, the results presented in this paper are based on 18 cases, representing 72% of the total questionnaires which were distributed. Data was coded and frequency tables produced using SPSS/PC+ software.

Only 16.7% libraries indicated that they had computerised all the library functions. The rest (83.3%) had partially computerised their libraries. Cataloguing and information storage and retrieval were the most automated functions and this was the case in all the 18 responding libraries. In some libraries only the serials control system and management information system (MIS) remains to be computerised. In 66.7% cases, all the functions computerised were being handled by one integrated library software while 33.3% were using more than one software system. There was a wide spread use of CD-ROM technology and various CD-ROM databases in the libraries.

A wide variety of library systems have been installed in the SADC-PTA region. The main systems implemented are Urica (27.8%), Micro CDS/ISIS (16.6%), Erudite (11.1%), Tinlib (11.1%), Bibliofile (11.1%), Stylis (5.6%), ITS Library System (5.6%) and integrated Library and Information Management System (5.6%). One (5.6%) institution was running an in-house developed circulation system which was developed using Dbase IV database management system. Two libraries had initially installed Dobis/Libis in the early 80s and this was replaced with Erudite and Urica in 1989 respectively. In 6 (33.3%) libraries where more than one system was in use, the other software mentioned were Inmagic Plus, Micro Scribe and SABINET Interlibrary Loans Module.

The earliest installed system among the surveyed university libraries was Dobis/Libis in 1980, followed by two installations of Urica in 1981 and 1982, and then another Dobis/Libis installation in 1984. Dobis/Libis, as indicated above, was later replaced with Erudite and Urica systems. Two institutions each installed their systems in 1988 and 1989, one each in 1990 and 1991, five in 1992, two in 1993 and three in 1994.

Seven (38.9%) libraries had engaged external consultants to assist in their computerisation of the library systems. Consultancy was mainly in the following areas:

- * general library automation project
- * feasibility studies
- * evaluation and selection of the software package
- * database conversion
- * customisation of the software

Three (16.7%) libraries had qualified library systems analysts on their establishment, and these may have managed the library computerisation projects. Libraries (27.8%) in universities with well developed computer centres, qualified and skilled computer staff, also made use of such facilities. Some libraries (16.7%) did not indicate as to whether they had engaged any form of consultancy or received help from outside.

Many factors were listed as influencing the choice of software. However the prominent factors mentioned were vendor support (50%), cost of software (47.1%), modularity (38.9%), user friendliness (33.3%) and user acceptance (33.3%). Other factors mentioned included meeting requirements (27.8%), good back up (11.2%), good response time (11.2%) and good interface facilities (11.2%).

GENERAL OVERVIEW

A number of observations were made from the analysis of the data obtained. While it is worthy of note that the study may not have been quite comprehensive, the large number of valid responses (72%) and the good quality of responses, allows for deductions to be made which could be generalised to the whole SADC-PTA region.

Vendor Support

A system should be well supported by its vendor both in terms of technical maintenance and software upgrades. With the marked absence of manpower with technical computer skills in the majority of libraries surveyed, a heavy reliance on vendor support is expected. It is therefore, not surprising that the need for good vendor support came up as the second most prominent factor influencing the choice of library software in the region.

It is also important to observe that, except for South Africa, vendors of some of the systems installed in libraries in the sub-region are located abroad. This arrangement is likely to cost the library a lot of money since support has to come from very far whenever there is a system breakdown. Despite this being the case, the influence of vendor support in the selection of library software is wide spread and this is demonstrated by the high overall percentage score (50.0%).

Cost of the Software

The cost of the software was also one of the factors which appeared to have influenced the purchase of certain library system. However, it is quite difficult to determine whether the cost of the system is related to its performance. In some cases, systems are purchased because they fit into the library's budget though they may not necessarily meet the library's requirements. In an environment where libraries have budget constraints, the price of the system may be the most influential factor even though it may result in compromising the capacity of the system in meeting the defined requirements. Unesco's Micro CDS/ISIS is one such software whose cost of implementation is almost nil. It is distributed freely to institutions in developing countries. It has, therefore, found its popularity in many libraries even though its use mainly restricted to information storage and retrieval activities. Libraries in the region which can not

afford to purchase integrated systems costing thousands of dollars or rands will definitely settle for a system like Micro CDS/ISIS.

User Acceptance

User acceptance or a large user base is a good indication that the system has been accepted by its users, and if this is the case, it may also influence others to install the same system. It is also easy for any library to get detailed information on the operations and limitations of the system from those already using it before installation. A large user base of the system is what influenced some of the responding libraries in implementing the systems they have in their libraries.

Other factors

Other factors mentioned worth noting, although they appeared once on the first position are the **"modularity of the system"** and what might be called **"external influences"** on the library computerisation project. The availability of a system in modules allows for a phased implementation. This is a very practical and cost-effective approach considering that a lot of libraries have budget constraints and can not afford to spend huge sums of money at one time to implement the whole system. Therefore, modules are purchased whenever funds are available and in this way the cost of the system is spread over a period of time.

The influence of external factors on the library when selecting the library system was also noted. In 11.1% of the cases, libraries were "forced" to choose systems which could run on the university mainframe computer, or to implement a system which is already integrated into the system already implemented by the university. The effect of this factor is that in terms of cost, it is very cost effective, but in terms of meeting the defined requirements, it may not necessarily be effective. The library has to make a trade-off between a system that meets its requirements and the one that may not meet the requirements but conforms with the university demands. In fact one of the libraries that choose its system as a result of "pressure" from the University is already looking for a different suitable system.

CONCLUSIONS

The general conclusions drawn from the study are that:

- (a) There is no one single important factor influencing the choice of library software in the SADC-PTA region. However, the following are very prominent:
 - * capability of the software in meeting the systems requirements
 - * availability of vendor support
 - * availability of the software in module
 - * user acceptance of the system (large user base)
 - * pricing of the system
- (b) Very few libraries have employed library or information systems analysts and external consultancy appears not to be widely used. This may lead to the failure of most library computerisation projects if they are not conducted in the proper ways using established methodologies for the development of information systems. The use of development methodologies ensures that no aspects of the library automation project are overlooked. It also ensures that there is quality control in the conduct of the project.

- (c) Library computerisation in the SADC-PTA region has gained ground and appears to have accelerated in the early 1990s. This is reflected by the large number of respondents who have computerised their libraries; the number of large systems, such as Urica, Erudite, Tinlib and Stylis, that have been implemented in the sub-region; and the number of systems installed between 1990 and 1994.

The future for library computerisation in the region is bright for as long as computerisation projects are managed by the right people following the established systems development methodologies. This will ensure that systems that meets the requirements of the libraries are installed, which will lead to improvement in the provision of library services and savings in terms of cost.

BOOK REVIEW

Libraries and Information Provision in Ghana by A.A. Alemna. Accra: Typeco publishers, 1994, 113p.

According to the preface of this book, the aim is to provide a basic text in librarianship and information science for Ghanaian students. However, I feel it goes beyond that. It could also serve as a good source for international and comparative librarianship.

Written in simple, concise language, the work attempts to cover major aspects of libraries and information provision in Ghana. The book has been divided into twelve chapters. Chapter one traces the origin of libraries. This provides an introductory information on the general history of libraries.

Chapter Two narrows down to the History of Librarianship in West Africa, while Chapter Three sets in motion the state of Librarianship as a profession in Ghana.

Chapters Four, Six, Seven and Eight deal with developments in public, school, special, university and rural libraries respectively. These provide the historical aspects as well as the state-of-the-art.

Chapter Nine treats the all-important subject of library education, while Chapter Ten assesses the role of external aid in Ghana's library development. Chapter Eleven looks at the challenges facing the library profession in Ghana.

The last chapter provides a two-hundreds and fifty-five bibliographical list of materials in Library Development in Ghana from 1950 - 1990. Like the previous chapters, this chapter serves a very important purpose. The aim is to act as a source of information and references, as well as a guide and pathfinder to the materials covered. This bibliography covers books, articles which appeared in professional literature, masters and doctoral dissertations submitted to universities of Ghana and abroad.

Dr. Alemna's book comes at a very appropriate time when the profession is undergoing various changes in the country. It is rather unfortunate that since the publication of E.J.A. Evans *Tropical Library Service: the story of Ghana's libraries in 1964*, it has taken three decades for another book to be written on libraries and librarianship in Ghana. All the same, as the popular saying goes, "better late than never".

Generally, the lay-out of the book is good and I have no doubt that anyone new to the study of libraries and librarianship in Ghana would find this an invaluable introduction. For those of us who need to keep up to date, a glance through relevant chapters will be helpful. The main defect with this book is the index. There is only an author index, though one might have hoped for a more detailed index. All the same, it takes very little time to scan likely entries.

I.K. Antwi

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SPOTLIGHT ON THE INTERNATIONAL CAMPUS BOOK LINK PROJECT

Introduction

Research undertaken by the International African Institute in 1988 showed a growing need for support to be given to university education and research in sub-Saharan Africa. The International Campus Book Link project was set up in 1992 by Book Aid International the Commonwealth Universities Association, World University Service and the British Council.

The original aim of the project was to provide journals and to facilitate links between UK and African universities. This soon proved to be a little over ambitious. Resources available to the project were limited and could not provide both services. Information provision was seen as being a greater importance. By utilising the stocks of books and journals donated to Book Aid International it was felt that vital information could be provided to university and research libraries. Some links between universities were formed and are still working today, for example that between the School of Oriental and African Studies and the University of Zimbabwe.

Our aim now is to provide an information supply service that is of value to African university and research libraries and to support collection development throughout sub-Saharan Africa. We have grown from being one part-time person to a team of three, one full time and two part-time members. As a result we are able to process more donations to meet requests. This said we are still not able to do enough for our existing partners, and are only managing to expand at a rate of one-two new participants each year.

How the Project Works

The mechanics of the project are straightforward. Participating universities are asked to send in lists of the journals they would like to receive and we enter these onto our database. When we are offered a donation of a title it is automatically matched to a request. If there are no requests for a title, but it is up-to-date, we will offer it to two universities interested in the subject.

Libraries are also asked for information about the subjects they are interested in. This enables us to select books from the donated stock that arrives daily at Book Aid International's warehouse.

Where Donations come from

Donations for the project come from all kinds of sources-universities, research centres, corporate libraries, hospitals, and not least individuals and publishers. The latter two provide us with the most up-to-date materials. We have strict criteria about what we accept as

- Book and journals have to be in good physical condition
- journals have to be in full year runs
- We do not accept medical texts and journals over five years old-unless we have specific request for title. Other materials should not be older than 15 years-again unless there is a request for an earlier year.

Type of Material

We receive a wide variety of journals and books in many subjects. There is, however, a concentration of medical material probably because many of the journals, for example *The British Journal* are received weekly by through membership to an association. We are attempting to increase the spread of disciplines by targeting other areas to obtain materials that have been requested in the social sciences and humanities.

Subscription Support Scheme

Very early in the project's development we realised we needed a system to ensure up-to-date journals were sent to the same institutes each year. Without continuity the impact of our service would be limited. The Subscription Support Scheme was designed to encourage UK donors to give their journal annually. It has proved very popular, particularly with doctors and scientists, and we are now receiving the *British Medical Journal*, *Nature*, *New Scientist* and *The Lancet* regularly for the majority of libraries on our list.

Publisher Involvement

Another way we saw of improving our service was to develop a broader base of publisher supporters. Some publishers have donated material since the project began - Oxford University Press provide copies of the *Journal of Tropical Paediatrics*, and Chapman and Hall have been giving odd issues of very up-to-date material which we used as sample copies. We began to build upon this early in 1994. Since then have been very pleased that amongst others, Sage, British Medical Publishing, and Blackwell Science have agreed to donate journals requested by the libraries from their catalogues.

Resources

Resources are limited at present. We are a small team attempting to meet a huge demand. This means that we have to be very careful to use our resources to maximise the effectiveness of the resources we have. At present there are 32 university and research libraries in 14 countries included in the project. These range from established universities such as the University of Ghana to newer institutes such as Mbarara University of Science and Technology in Uganda. Material is also sent to research libraries such as the National Water Research Institute library in Nigeria.

Each country receives between 7 and 35 cases of books and journals each year which are allocated to individual libraries. We are expanding the project gradually to incorporate new areas, for example this year Port Harcourt University in Nigeria's Eastern States accepted an invitation to join, and next year we hope to include a university in Sudan. We always like to hear from other universities and research libraries as this helps us in future planning. At present, however we are only able to accept one or two new project members per year, and unfortunately we already have a backlog of applicants.

New Development

This year developments have included a pilot to assess how we can purchase journals which university and research libraries are unable obtain from any other source. Initially this includes six libraries in three countries. We are currently monitoring this with a view to continuing the pilot for another year.

We are testing a scheme to list book title we receive in large multiples. Using Bookdata's TES Bookfind CD-Rom we are sending annotated lists of titles with full bibliographic details. This will allow us to determine the demand for tertiary texts in specialist subjects, for example astrophysics, which will help when we are offered donations of large multiples in these subjects.

Future Plans

We plan to continue developing the project to provide the most effective service possible to libraries involved. Expansion will be slow but we aim to review the project regularly to ensure that we are utilising our resources to the best advantage.

We are planning to obtain more support from areas which are currently under-represented such as social science and humanities. This will involve increasing the numbers of publishers contributions, and also targeting learned society members.

We are looking at applying the mechanics of the International Campus Book Link project-matching requests using a database, to other projects within Book Aid International. One of these is a Law Book Programme which will be developed over the next couple of years.

Overall we aim to provide a service that is of value to African students, researchers and lecturers. A service that gives librarians support, when they need it, in maintaining their collections.

Carolyn Sharples

ICBL Project Manager

21 June 1995

*If you would like to know more about Book Aid International and the International Campus Book Link project, please contact the project team at: 39-41 Coldharbour Lane, Camberwell, London, SE5 9NR, Tel: 00 44 0171 733 3577. Fax: 00 44 0171 798 8006. E-Mail rls@gn.apc.org.

PROFESSIONAL NEWS AND EVENTS

NEWS

Professor Havard-Williams dies at 73

The former Head of the Department of Library and Information Studies, University of Botswana, Professor Peter Havard-Williams died on the 16th of August, 1995 in England. He was on vacation when he died. A former professor of Library and Information Studies at Loughborough University in UK, he is survived by a wife and two daughters.

Dr. Lawani retires

The Director of Information Services at the International Institute of Tropical Agriculture, Dr. S.M. Lawani retired from the services of the Institution last year. Dr. Lawani was the pioneer librarian of IITA in 1969.

Marlene Van Niekerk wins 1995 Noma Award

Marlene Van Niekerk novel Triomf has won the 1995 Noma award. The novel written in Afrikaans Language is published by Queillerie Publishers, Pretoria, South Africa.

Masters in Archival Studies at Ibadan

A master degree in archival studies commenced at the University of Ibadan with effect from 1995/96 session. This is the first of its kind in Africa.

FORTHCOMING INTERNATIONAL BOOK FAIR

July 29 - 3 August, 1996 Harare, Zimbabwe, Zimbabwe International Book Fair. The Fair will hold a pre-Book Fair Indaba on the 26th and 27th July, 1996. The theme is National book policies. For further information contact ZIBF, P.O. Box CY 1179, Causeway, Harare, Zimbabwe.

REPORT OF A CONFERENCE

Second International Grey Literature Conference, Washington, D.C. United States of America, 2nd - 4th November, 1995.

The three day conference was attended by 97 participants from Africa, Asia, Europe and the United States of America. Four participants came from Africa (Botswana, 2; Lesotho, 1 and The Gambia, 1).

Thirty papers were presented. The theme was **Grey Literature Exploitation in the 21st Century**

The sub-themes:

- New forms of grey literature in networked environments
- Marketing and promotional activities aligned to grey literature
- Management of grey literature in regional and global contexts

The conference revealed that the lack of physical access to grey literature was a formidable obstacle to promoting the exploitation of grey literature. While this problem was prevalent throughout the world, an additional problem in Africa is the lack of bibliographic access. It was the consensus of the experts that the emergence of electronic networks would substantially reduce the twin problem of physical and bibliographic access.

COMPLETED RESEARCH

The contributions of multinational publishers to the provision of books in Nigeria (1994) by Eric Adeche Apeji (Nigeria) Ph.D. Thesis, University of Ibadan.

AIMS AND SCOPE

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

NOTES TO CONTRIBUTORS

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

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

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

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

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

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

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

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

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

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