THE DEVELOPMENT OF THE DEPARTMENT OF LIBRARY SCIENCE, AHMADU BELLO UNIVERSITY, NIGERIA, AND ITS IMPLICATIONS FOR THE PLANNING OF LIBRARY EDUCATION PROGRAMMES IN ENGLISH-SPEAKING BLACK AFRICAN COUNTRIES

Edward Anthony Olden

Presented in Partial Fulfillment of the Requirements
for the Degree of Master of Library Science,
Ahmadu Bello University

1980

CONTENTS

1	INTRODUCTION	1
	Sources	4
2	BACKGROUND TO THE DEPARTMENT	6
	The beginnings of library education for West Africans	6
	The establishment of library schools at Ibadan and Accra	11
	The necessity of a library school to serve the northern part of Nigeria	14
	The establishment of a library school at Ahmadu Bello University	24
3	PROGRAMMES AND CURRICULUM DEVELOPMENT	32
	Bachelor of Library Science programme	33
	Diploma in Library Science, and admission of Diploma holders to BLS programme	40
	Master of Library Science programme	44
	Admission of non-graduate ALAs to the MLS programme	50
	Library Science as a subsidiary subject in Education degree programmes	52

	Doctoral programme	53
	Practical work	54
	Library facilities	57
4	STUDENTS AND STAFF	60
	Students	60
	Society of Library Science Students	64
	Staffing: 1968/69 - 1971/72	66
	Staffing: 1972/73 - 1975/76	76
	Staffing: 1976/77 - 1979/80	84
	Part-time staff	87
	External examiners	88
	Research and publications	89
	Departmental financing and accommodation	91
5	THE IMPACT OF THE DEPARTMENT AND THE BLS DEGREE ON LIBRARIES AND LIBRARIANSHIP IN NIGERIA	94
	The 1974 Colloquium on Education and Training for Librarianship in Nigeria	98
	First degree and postgraduate methods of qualification: merits, demerits and possible improvements, with particular reference to Ahmadu Bello University and Ibadan	111

Other recent developments in library education in Nigeria and their implications for the Department 120

The employability of librarians produced by the Department, and their acceptability for courses in other universities 125

6 THE DEPARTMENT AND THE PLANNING OF LIBRARY EDUCATION PROGRAMMES ELSEWHERE IN AFRICA: SOME COMPARISONS 129

The basic professional programme 131

Non-graduate certificate and diploma programmes and opportunities for progression to degree programmes 134

Librarianship as a subsidiary or minor component in other degree programmes 139

Liaison with the profession and with the professional association 141

Finances 142

Staffing 144

National and regional schools 147

Conclusions 151

APPENDIX A: ENTRANCE REQUIREMENTS AND SAMPLE COURSE OUTLINES AS LISTED IN DEPARTMENTAL SYLLABUSES 153

APPENDIX B: STUDENT STATISTICS 164

APPENDIX C: FULL-TIME ACADEMIC STAFF: 1968/69-1978/79 179

APPENDIX D: FULL-TIME ACADEMIC STAFF: DECEMBER 1979 191

APPENDIX E: EXTERNAL EXAMINERS 1969 - 1979 195

BIBLIOGRAPHY 199

ACKNOWLEDGEMENTS

I would like to thank my supervisors, Professor R.C. Benge and Dr A. Mohammed, for their helpful comments and advice; Mrs D.O. Bozimo, for her comments at the early stages of the thesis; Dr Mohammed, in his capacity as Head of the Department of Library Science and Dean of the Faculty of Education for permission to consult the records; Alhaji K. Mahmud, University Librarian, for permission to consult the records in Kashim Ibrahim Library; Professor Benge, for permission to consult his personal papers; Professor U.D. Gomwalk, Mr S. Harrison and Mr M.A. Shima, all of Ahmadu Bello University, for their assistance in tracing a number of items; Mr F.N. Hogg of the College of Librarianship Wales for information on recent developments in library education and for copies of certain relevant documents; and, in particular, Mr M. Wise of the College of Librarianship for similar assistance and for help in a number of other ways. I would also like to thank Mrs E. Ward for typing the thesis.

January 1980

CHAPTER ONE

INTRODUCTION

Much research has been carried out on education for librarianship in Africa, little on the Department of Library Science, Ahmadu Bello University and on its particular contribution: a professional qualification in librarianship at first degree level. This thesis is a study of the origins and growth of the Department, of its courses, students and staff, its impact on libraries and librarianship in Nigeria and its implications for the planning and development of library education programmes elsewhere in English-speaking Black Africa (Egypt and South Africa are excluded).

The Department merits such a study because, in terms of the number of librarians it has produced and the size and measure of indigenisation of its staff, it is one of the most successful library schools on the continent. Although it did not pioneer the first degree method of qualification in English-speaking Black Africa (credit for that goes to the Department of Library Studies established at the University of Ghana in 1965) it has offered such a programme since 1968

and has produced (up to and including 1979) well over two hundred librarians by this method. This thesis aims to prove that the first degree is the best basic professional programme for producing librarians in Africa, especially in countries where the profession is expanding rapidly. Ultimately, of course, a university-based library school should offer a postgraduate programme as well (as the Department now does), but the postgraduate method alone will not attract enough applicants to meet the manpower requirements of a country in which libraries are developing rapidly. This fact, and its significance, are far from universally acknowledged, as the following 1976 comment from the Professor of Library Studies at the University of Ibadan, Mrs F.A. Ogunsheye, reveals:

> It can therefore be assumed that the future trend indicates the development of courses at two levels - post graduate for the full professional and undergraduate for the para professional. These two categories will form the bulk of professional manpower for African Librarianship in the next century.[1]

The Ahmadu Bello University experience indicates that this assumption of Professor Ogunsheye concerning the future of library education in Africa is not turning out to be correct.

---

1 F. Adetowun Ogunsheye, "The Future of Library Education in Africa," Libri 26 (December 1976) :269.

An institution's failures are as instructive as its successes, and this study includes an examination of the premature introduction of a master's programme during the second year of the Department's existence, and the failure up to now to establish a comprehensive, up-to-date departmental library, with all that implies for teaching and research. Areas for improvement are also investigated, and suggestions made; the most important suggestion being to turn the present single honours BLS into a joint honours degree.

In a letter to the Department in 1977 the Acting Head of the Department of Library Studies at the University of Zambia wrote as follows: "I feel that there is a lot which we, as an upcoming library training school, can learn from our fellow ... African Library Schools instead of looking to metropolitan countries for everything".[2] This thesis is written in the belief that the Zaria experience has a significance for the planning and development of library education programmes elsewhere. This applies not only to the nature of the programme and to other aspects of educational planning such as curriculum review, but also to such important matters as staff recruitment and training and student admissions. The special problems of library schools in Africa are stressed.

---

2 Hudwell Mwacalimba, Acting Head, Department of Library Studies, University of Zambia, to Head, Department of Library Science, Ahmadu Bello University, 12 January 1977, Library Science file LS 17/13 "Request general".

Sources

The main sources of information are the records of Ahmadu Bello University. The Department's records were searched for relevant material, and these records were supplemented by files in the Faculty of Education, Kashim Ibrahim Library and the Registry. The International Federation of Library Associations recommends that a library school should "create and retain adequate documentation of its history",[3] but unfortunately the Department - and indeed the University as a whole - is not doing this particularly well. The Department's old files are kept in a store room, in no particular order. The Department does not have complete runs of Faculty Board of Education and Senate papers. Some files are missing, and some documents are missing from certain files. Full references are given in the thesis to quotations from files, so that the original documents can be retrieved later on if required. A few items of likely importance have not been found (these are noted in the footnotes); however, the writer believes that the University records, in place or missing, do not include any items which would significantly alter this account or its conclusions.

---

3 International Federation of Library Associations, Standing Advisory Committee, Section of Library Schools, "Standards for Library Schools," 1976, p.24. (Mimeographed.)

The bibliography includes only published or stencil duplicated items. Except for items which deal with the Department, these are mainly confined to the 1970s. Earlier publications refer to situations which no longer exist, or which never came into existence. Apart from the International Federation of Library Associations' "Standards for Library Schools," Gerald Bramley's World Trends in Library Education and Professor John Dean's "thoroughly useful manual",[4] Planning Library Education Programmes, general works are not included, because these are necessarily so wide in scope as to have little specific local relevance.

---

4 Evelyn J.A. Evans, Foreword to Planning Library Education Programmes, by John Dean (London: Andre Deutsch, 1972), p.9.

CHAPTER TWO

BACKGROUND TO THE DEPARTMENT

The beginnings of library education for West Africans

The first formal library programme for West Africans commenced at Achimota College, Accra in 1944. It was organised by Miss Ethel Fegan, former Librarian of Girton College, Cambridge, and financed partly by the British Council and partly by the governments of the Colonies of Nigeria, the Gold Coast and Sierra Leone.[1] The programme was set up as a result of Miss Fegan's report for the Carnegie Corporation of New York on Library Needs in West Africa. Its first year prepared students for the Entrance Examination of the (British) Library Association; its second year was a period of practical training under the supervision of the British Council librarian in the Gold Coast. However, in 1945 the Gold Coast Library Advisory

---

1 "Library Training School in West Africa," Library Association Record 47 (June 1945):112.

Committee[2] decided that no more students should be enrolled: "The prospects of the establishment of further libraries in which librarians may be employed are, at the present time, remote and the Committee felt that it would be a mistake to enroll students for whom there was no definite prospect of employment".[3]

This forecast was proved wrong by the number of libraries established during the following decade. The Gold Coast Library Board Ordinance was passed in 1949 and, under the direction of Evelyn J.A. Evans (formerly British Council librarian in the Gold Coast) Ghana developed the best nation-wide public library service in Africa by the early 1960s. University colleges were established at Legon and Ibadan in 1948. John Harris (Librarian of the University of Otago, New Zealand) was offered the post of Librarian at Ibadan by the College Principal, Kenneth Mellanby, who was determined that "whatever else ... we have at least a good library".[4] Harris became

---

2 A British Council Library Advisory Committee - Gold Coast was formed in 1944. On the Governor's suggestion the Committee was reconstituted as an official body known as the Gold Coast Library Advisory Committee.

3 Quoted by Evelyn J.A. Evans, The Development of Public Library Services in the Gold Coast (London: Library Association, 1956), p.18.

4 John Harris, Ibadan University Library: Some Notes on its Birth and Growth (Ibadan: Ibadan University Press, 1968), p.36.

the first qualified librarian to take up a permanent post in Nigeria.[5]

Miss Evans and Harris agreed on the importance of professional education and training of local staff but disagreed about how this should be achieved. Harris believed that a school of librarianship should be established in West Africa. The Unesco Seminar on the Development of Public Libraries in Africa - which took place at Ibadan in 1953 - had recommended that

> a limited number of library schools of high calibre be established in Africa to provide full-scale professional training at the leadership level, as soon as practical circumstances permit. For the forseeable future, it would probably suffice if one such school could be established to serve each of the major regional language areas of African-English speaking territories; French language areas, and Arabic for Egypt and the Sudan.[6]

As a follow-up to the Seminar, Harris and Kalu Okorie (the first Nigerian Fellow of the British Library Association)[7] sent a circular letter to individuals and libraries likely to be interested in forming a West African Library Association (WALA). This association would "work for the establishment of professional training courses so as

---

5 John Harris, "Why a Professional Association ? Introductory Address," Nigerian Libraries 1 (January 1964):4.

6 Edward Sydney, "Unesco Seminar on the Development of Public Libraries in Africa: Ibadan, Nigeria, 27th July to 21st August, 1953," Library Association Record 56 (March 1954):83.

7 West African Libraries 1 (March 1954):12.

to ensure an adequate supply of trained staff for the libraries of the new Africa".[8] After the formation of WALA, Harris, its first president, prepared a memorandum on Library Proposals for Nigeria which was presented to the Federal Minister for Social Services on 12 March 1955. The memorandum advised that "plans should be made for a library training school as advocated by the Unesco Seminar".[9]

Not all members of WALA were sure that the establishment of a library school in the region was desirable. At the Association's 1955 Conference Miss Evans suggested that "in-service training followed by a period in the United Kingdom might be equally if not more effective than a course at an African school of librarianship ... [because, amongst other reasons, this would give students] the added advantage of meeting librarians from other countries, and also of visiting a far greater number of fine libraries".[10] During the 1950s the Gold Coast Library Board had been using money made available by the Carnegie Corporation to send to Britain members of its staff who had already

---

8 Reproduced in West African Libraries 1 (March 1954):21-22.

9 Reproduced in WALA News 1 (1955):38-40.

10 Evelyn J.A. Evans, "Training for Librarianship," WALA News 2 (1956):71.

passed some of the Library Association's examinations; in Britain the students attended library school to prepare them for the remaining examinations, after which they were eligible for the Associateship of the Library Association (ALA). At the 1955 Annual General Meeting a motion was passed asking "that the Council of the West African Library Association investigate the possibility of obtaining funds from the Carnegie Corporation of New York to establish four scholarships a year in each of the territories of the Gold Coast and Nigeria for training, at a library school in the United Kingdom or the United States, library assistants who have at least passed one part of the Registration Examinations". Another motion urged the Council to "set up a standing committee on library training to:- (a) explore the possibility of establishing a library training centre for West Africa".[11]

The Carnegie Corporation was interested in helping, but there was disagreement between the Nigeria and Gold Coast members of the WALA Council. The Gold Coast librarians felt that their share of any money allocated by the Corporation should be used to continue the provision of scholarships to British library schools. Nigeria's

---

11 West African Library Association, Minutes of Annual General Meeting of 18 December 1955, reproduced in WALA News 2 (1956): 95-97 (p.96).

librarians wanted a "tutor-advisor" and training courses up to first professional level.[12]

The establishment of library schools at Ibadan and Accra

The Corporation decided to investigate the situation for itself and asked Dr. Harold Lancour, Assistant Dean of the University of Illinois Library School, to carry out a survey. Lancour visited Nigeria, Ghana, Sierra Leone and The Gambia in 1957, and his report suggested that the most important contribution the Corporation could make would be to assist in the education and training of librarians. He recommended the establishment of a postgraduate West African Institute of Librarianship at University College, Ibadan.[13]

The Corporation made a grant of £88,000 in 1959 and the Institute of Librarianship came into being. The first students were admitted in 1960/61 to a programme which prepared them for the examinations of the Library Association. Non-graduates as well as graduates could apply for admission, though the former were obliged

---

12 West African Library Association, Council, Correspondence Files, cited by Elizabeth H. Peeler, "Education for Librarianship in West Africa," Nigerian Libraries 1 (May 1964):65.

13 Harold Lancour, Libraries in British West Africa: A Report of a Survey for the Carnegie Corporation of New York, October - November 1957 (Urbana: University of Illinois, 1958).

to have already passed some of the Association's examinations and to have worked for a specified time in a recognised library. During 1960/61 classes were given by the College Library staff under the direction of the Librarian. Gradually - with the assistance of Carnegie grants (£284,000 in all)[14] which continued up to 1968 - permanent staff were appointed to the Institute, culminating in 1965 with the appointment of a full-time Director: John Dean, formerly Librarian of the University of Ghana. In 1963/64 the Institute replaced the Library Association courses with a syllabus leading to a Diploma of the University of Ibadan. After 1965/66 non-graduates were not admitted to the Diploma programme, which then became a postgraduate qualification in librarianship.

The decision that Ghana should have its own library school was taken by Professor Kwame Nkrumah himself.[15] He asked the Ghana Library Board to make recommendations, and the Board invited J.C. Harrison, Head of the School of Librarianship at the College of

---

14 B.O. Aboyade, "The University Library and Related Fields," in The University of Ibadan, 1948-73: A History of the First Twenty-Five Years, ed. J.F. Ade Ajayi and Tekena N. Tamuno (Ibadan: Ibadan University Press, 1973), p.149.

15 Evelyn J.A. Evans, A Tropical Library Service: The Story of Ghana's Libraries (London: Andre Deutsch, 1964), p.144.

Science and Technology, Manchester, to make a report. Harrison felt that there was not room for two postgraduate library schools in West Africa and was not in favour of the Ghanaian school being located at University College, Legon. He recommended that the school be established under the Ghana Library Board. It should have its own premises and staff, and prepare students for Library Association examinations.[16]

The report was implemented and a principal for the school, R.C. Benge (formerly Tutor at the Eastern Caribbean Regional Library's School of Librarianship) took up appointment in 1961. By 1965, when the school transferred to the University of Ghana as the Department of Library Studies, it had produced forty-eight ALAs.[17] At the University Benge introduced an undergraduate course leading to a Bachelor of Arts in Library Studies. After his departure in 1967 this course was discontinued and replaced by a postgraduate Diploma in Library Studies (see Chapter 5).

---

16 Reproduced in Evelyn J.A. Evans, A Tropical Library Service, pp.145-157.

17 R.C. Benge, "Library Education in Ghana, 1961-67", Library Association Record 69 (July 1967):226.

The necessity of a library school to serve the northern part of Nigeria

Until independence drew near the colonial administration showed little interest in establishing libraries in Nigeria. When Mellanby arrived in 1947 he discovered "no single library which compared with that in the smallest college in Britain, or even with the Public Libraries found in any town with more than a few thousand inhabitants".[18] Some progress was made over the next few years, but most of the development was in the south, particularly at University College, Ibadan, which, Harris remarked in 1954, "spends more on its Library than the whole of the rest of Nigeria put together".[19] During the 1950s almost all of the small number of expatriate librarians in the country were employed in the south. The handful of Nigerians who sat for and passed the examinations of the Library Association and became chartered librarians were, with one exception, all from the south;[20] naturally enough, after qualifying, they returned to work

---

18 Kenneth Mellanby, The Birth of Nigeria's University (London: Methuen, 1958), p.204.

19 John Harris, "Presidential Address," WALA News 2 (1955):9.

20 Northern Nigeria, Ministry of Information, The Library Needs of Northern Nigeria: A Report Prepared under the Special Commonwealth African Assistance Plan (by F.A. Sharr), (Kaduna: Government Printer, 1963), p.35.

in the institutions which had encouraged and sponsored them, or took up appointment with new libraries in their home region, in the federal capital Lagos, or with University College, Ibadan.

The Northern Regional Library Service started to operate in 1952. Before this a service of sorts had been provided by Native Authority Reading Rooms, which were set up during the Second World War period by the colonial government. These contained a radio, newspapers, maps and pamphlets and their aim was to publicise the Allied war effort. Their attendants were "usually boys who have recently left school or very much older men, often looking for a peaceful niche in which to end their days".[21] By 1954 the Regional Library Service had a staff of one expatriate librarian, Joan Parkes (later Mrs Allen) and three assistants who, the Librarian hoped, would in due course take the Library Association examinations.

The Nigerian College of Arts, Science and Technology was established in 1952, with headquarters at Zaria and branches at Ibadan and Enugu. Its first Librarian, Wilfred J. Plumbe (formerly Assistant Librarian at the University of Malaya) took up appointment in 1956. Within three years the College libraries had, on paper,

---

21 Joan Allen, "The Public Library and N.A. Reading Rooms in Northern Nigeria," WALA News 4 (October 1961):7.

established posts of Librarian, deputy, two cataloguers, two branch librarians and one assistant librarian; however, five of these posts were yet to be filled.[22] The sort of applicant Plumbe would have liked was "an ALA with five years' experience ... /not/ a graduate ALA with the equivalent of one year's practical experience in U.C.I. library".[23] Plumbe believed that the projected Institute of Librarianship at Ibadan would not be likely to produce the kind of staff his College needed. He had no objection to graduates, but they had to be chartered librarians with several years professional experience. With such criteria for employment it is not surprising that the libraries of Nigerian College had so many unfilled positions in 1959.

"To survey the existing training schemes and to consider the establishment of a Central Training School"[24] was one of the terms of reference which the Executive Council of Northern Nigeria gave to F.A. Sharr, State Librarian of Western Australia, when he visited

---

22 Wilfred J. Plumbe, "The Libraries of the Nigerian College of Arts, Science and Technology," WALA News 3 (March 1959):65.

23 Wilfred J. Plumbe to Dennis Gunton, Northern Regional Library, Kaduna, 22 May 1959, Kashim Ibrahim Library file 20/WALA "West African Library Association".

24 Sharr, p.2.

the region in 1962 under the auspices of the Special Commonwealth African Assistance Plan. Sharr's report on The Library Needs of Northern Nigeria pointed out that the area had no organized professional education and little library training, and recommended that a library school be established at Ahmadu Bello University (which came into existence on 4 October 1962, on the Zaria site of the disbanded Nigerian College).

Sharr noted that although scholarships for study at British library schools had been readily available from the Northern Region Scholarships Board, in ten years only one northern librarian had qualified by these means. Scholarships to Britain were considered more desirable than scholarships to Ibadan, so the new Institute would be of little use to the Northern Region. Anyway, Nigeria would need far more librarians than Ibadan was capable of producing, so a second library school was called for. This school would have to take account of the fact that few secondary schools in the north provided education up to General Certificate of Education "A" level standard;[25] not only could the school not operate at postgraduate level, it could not - at least to begin with - offer a first degree in librarianship. Sharr suggested a sandwich course, lasting four

---

25 Only two schools produced "A" level pupils in 1961, according to D.H. Gunton, "A Library in the Tropics: A History and a Blueprint," Library Association Record 63 (May 1961):152.

to five years, and resulting in the award of a non-graduate diploma. Six months of each year would be devoted to library work and six months to study. The entrance requirements would be the West African Schools Certificate and the course content would include general education as well as professional studies. After completing the programme the librarians should be encouraged to read for a university degree - Sharr believed a degree should follow rather than precede professional qualification.

By 1965 the Institute of Librarianship at Ibadan was making up its mind to stop admitting non-graduates to its Diploma course; the growing importance of a degree for professional advancement was becoming obvious, as were the problems which this development would cause the Northern Region. The federal government had set up a team under the chairmanship of T. Elwood to make recommendations on the grading of posts in the public service. The Council of the Nigerian Library Association recommended to the Elwood Team that the minimum qualification for the grade of Librarian (Scale A £804 - £1584) and above should be a degree plus a professional qualification or, for non-graduates, a professional qualification obtained before December 1968.[26] The Association's President, Wilfred Plumbe,

---

26 Nigerian Library Association, Council, "Posts, Salaries and Relevant Qualifications for Library Personnel in the Public Service," 1965. (Mimeographed.)

felt that such a recommendation, if accepted, would "completely kill recruitment to libraries in Northern Nigeria and destroy the progress that we have been able to make so far":[27]

> Whatever happens elsewhere it is unlikely in the North that librarianship will become a fully graduate profession for another ten years or so. We can only recruit library assistants of good education to do the work we require done if we can offer them career prospects which include eligibility for promotion to senior staff grades. In the North at present we have to rely on non-graduates to do most of the work. If librarians seek to remove career prospects from junior staff - as a document recently submitted on behalf of the Association to the Elwood Grading Team might succeed in doing - then I would not like to predict the consequences for the Nigerian Library Association.[28]

As President, Plumbe felt obliged to sign the Council's recommendation; as an ordinary member he, together with Mrs Allen (then Librarian of the Institute of Administration, Ahmadu Bello University) and J.C. Anafulu (Kashim Ibrahim Library), sent in a separate recommendation to the Grading Team to the effect that a professional qualification

---

27 Plumbe to the Vice-Chancellor, Ahmadu Bello University, 10 April 1965, Kashim Ibrahim Library file "Nigerian Library Association".

28 Wilfred J. Plumbe, "Presidential Address," Nigerian Libraries 1 (September 1965):156.

alone was sufficient to equip a librarian for the highest posts.[29] This led to a row and Plumbe, who felt that many Council members were unsympathetic to the special needs of the north, resigned his personal membership of the Association.[30] At a meeting on 19 June 1965 a motion that "the Northern Division supports the recommendations by Mrs Allen, Messrs. Plumbe and Anafulu and that the Council of NLA be informed to that effect"[31] was proposed and passed, but the Division was fighting a losing battle; Nigeria's non-graduate ALAs had lost ground, as they were to continue to lose ground again and again.

Meanwhile Ahmadu Bello University (ABU) was assisting staff to pass the Library Association examinations. Plumbe created the post of Library Staff Training Officer, and Roderick Cave (formerly Assistant Librarian at the University of the West Indies, Trinidad) took up the appointment in 1964.

---

29 "Posts, Salaries and Relevant Qualifications Recommended for Library Personnel in the Public Service (Recommendations from Messrs. Anafulu and Plumbe & Mrs B.J. Allen, Ahmadu Bello University)," Zaria, 1965. (Mimeographed.)

30 Plumbe to Miss Betty Moys, Librarian, University of Lagos, 7 May 1965, Kashim Ibrahim Library file "Nigerian Library Association".

31 Nigerian Library Association, Northern Division, Minutes of Meeting of 19 June 1965. (Mimeographed.)

> In Northern Nigeria [Cave discovered] the training of library staff is bedevilled by several facts: that new entrants to librarianship will very seldom be familiar with libraries, that their educational qualifications will not often be as high as is desirable, that most of the books will be in languages other than their mother tongue, and that for historical reasons education for librarianship has been tied to the examinations and qualifications of the (British) Library Association - never well suited to the needs of Northern Nigeria and becoming even less so.[32]

In addition to the unsuitability of the Library Association examinations (which required, for example, a knowledge of English local government) there was the Association's decision to drop the Entrance Examination after 1967. The pre-requisite for sitting the Part I Examination was two "A" levels, and Cave saw little prospect for several years of Ahmadu Bello University being able to recruit all its library assistants with this standard of education. The Institute at Ibadan would become postgraduate shortly, the government of the Northern Region had not yet done anything about Sharr's

---

32 Roderick Cave, "Education and Training of Library Staff in Ahmadu Bello University," Northern Nigeria Library Notes, no. 2-3 (1964/65), p.119.

recommendation for a library school, so Cave explored other possibilities. He wrote to Bernard Palmer, Education Officer of the Library Association, to enquire about the possibility of a correspondence course for students in developing countries which would lead to a certificate or diploma, "not ... to ALA nor exempting from the L.A. examinations, but of an equivalent standard".[33] Palmer replied that the Library Association was finished with correspondence courses. To avoid the "stigma of imperialism" he suggested the possibility of certification by a consortium of Commonwealth library associations.[34] Cave wrote to several to get their opinions, but nothing tangible resulted. At the beginning of 1965 he resigned his post of Library Staff Training Officer to take up another appointment.

During his nine months in Zaria Cave gave preparatory classes for the Library Association Entrance Examination to main campus staff, and also English classes: an introductory course to new library

---

33 Cave to Bernard Palmer, Education Officer, The Library Association, 25 June 1964, Kashim Ibrahim Library file 20/LA vol. 2 "Library Association, London".

34 Palmer to Cave, 3 July 1964, Kashim Ibrahim Library file 20/LA vol. 2 "Library Association, London".

assistants; and orientation classes to new university students. To assist library staff at the University's Abdullahi Bayero College, Kano, he prepared a correspondence course, and this was made available, free of charge, to staff in other libraries in the north.[35] After his departure the classes stopped. In January 1966 J.M.M. Grey-Theriot (formerly Head of Reader Services, Balme Library, University of Ghana) arrived to fill the vacancy. In the same month Plumbe left to take up appointment as Librarian of the University of Malawi. By the end of 1966 the new Library Staff Training Officer was acting University Librarian, by March 1967 substantive University Librarian. Staff difficulties were aggravated by the return of some Nigerian staff to the Eastern Region during the political troubles of 1966, and in June 1967 Grey-Theriot wrote to Plumbe admitting that "we have not been able to do any training whatsoever with the staff outside of some on-the-job training".[36]

---

35 Roderick Cave, "Library Training," Zaria, 2 December 1964, Kashim Ibrahim Library file S.18 "Staff Training". (Handwritten)

36 J.M.M. Grey-Theriot to Plumbe, 22 June 1967, Kashim Ibrahim Library file "Plumbe, W.J.".

The establishment of a library school at Ahmadu Bello University

On 17 February 1967 Ahmed Joda, Permanent Secretary of Northern Nigeria's Ministry of Information (the ministry responsible for library services) wrote to the Vice-Chancellor concerning the training of librarians. He referred to the Sharr report with its advice on professional training; his government had accepted that advice but

> for various reasons it has not, as yet, been possible to implement these recommendations. One of these reasons has been our failure to recruit a suitable head for the Regional Library, who would guide the implementation of future development ...
>
> At this stage I feel it is very important to give urgent consideration to training, as our most urgent problem is that of the availability of professionally qualified staff. We are at present drawing up the Government next five year Development Plan and hope to include in the programme Library Development. It is necessary in drawing up these plans to have some idea of the numbers of professional staff that are likely to be available to man new Libraries and to phase construction available. Experience in the past few years has proved that we cannot rely on overseas recruitment alone. In my view, therefore, it is necessary to arrange our own training if your University can undertake to do so. [37]

---

37 Ahmed Joda to Dr I. Audu, Vice-Chancellor, Ahmadu Bello University, 17 February 1967, Library Science file LS/VC "Vice-Chancellor General".

Ahmadu Bello University was the obvious choice: it had been set up specifically to serve the Northern Region;[38] it had the most developed library complex in Nigeria north of Ibadan; and, during the 1960s, it probably had more qualified librarians on its staff than had all the other libraries in the north put together.

The Vice-Chancellor sent copies of the Permanent Secretary's letter to the Acting University Librarian and to the Dean of the Faculty of Arts and Social Sciences, saying they might wish to consider the matter in planning for the next quinquennium. Shortly before this the Acting Librarian and his deputy, Mrs R.D.E. Young, had written to the Vice-Chancellor about training for librarianship,[39] and the Vice-Chancellor was later to pay tribute to Grey-Theriqt for his part in establishing the library school: "It is due to the very

---

38 I.S. Audu, "Ahmadu Bello University, Nigeria: The Agricultural and Educational Role of the University," in Higher Education and Social Change: Promising Experiments in Developing Countries, ed. Kenneth W. Thompson, Barbara R. Fogel and Helen E. Danner, vol. 2: Case Studies (New York: Praeger, 1977), p.138.

39 Unfortunately the carbon copies of these two letters are not in Library Science file LS/VC "Vice-Chancellor General", although the Vice-Chancellor's reply (reference VC/624) is. File VC/624 could not be found by staff in the Vice-Chancellor's office, although its continuation file VC/624A (1968-) was located. A search in Kashim Ibrahim Library records for the letters was also fruitless.

high sense of responsibility of our Librarian who is determined to see that he leaves an appreciable number of trained persons before he leaves that we are starting the programme at all on a very limited basis".[40]

Grey-Theriot's estimates provided for the salaries of a professor, a senior lecturer, a lecturer and two part-time lecturers who would be drawn from the university library staff. He proposed that the Department of Librarianship should offer a diploma and degree programme. The diploma course would extend over two years and give "training in the basic aspects of library work with practical application in library techniques ... to those candidates who either are at present working in a library or those who intend to make library work their career, but do not have the necessary qualifications for a degree programme". The entrance requirements would be the West African School Certificate or its equivalent and the diploma qualification would be on the same level as the ALA. The degree course would extend over three years and emphasise

---

40 Vice-Chancellor to S. Ade John, Federal Ministry of Education, Lagos, 30 August 1968, Vice-Chancellor's file VC/624A.

languages (French was suggested as a compulsory subject for the duration of the course) as well as librarianship. The entrance requirements would be the same as for other university degrees and the graduates, having "an internationally recognised degree ... /would/ automatically become ... professional librarian/s with/ ... entree to professional associations throughout the world".[41]

The National Universities Commission gave its approval to the establishment of a Department of Librarianship at Ahmadu Bello University in May 1967.[42] This approval, according to Grey-Theriot, was "based on the needs /of/ firstly, Northern Nigeria; secondly Nigeria; thirdly West Africa; and lastly Africa".[43] Earlier in 1967 the Vice-Chancellor had suggested that the department be set up within the Faculty of Arts and Social Sciences so that librarianship

---

41 "Quinquennial Estimates for a Department of Librarianship," Zaria, 1967. (Mimeographed.) The document is not dated, but, because it is signed by Grey-Theriot as "Ag. Librarian" it must have been prepared before 17 March 1967, when he became substantive University Librarian.

42 Ahmadu Bello University, Department of Librarianship, "First Annual Report: 1968/69," p.4. "Nigerian Universities Commission" should read "National Universities Commission".

43 Grey-Theriot to the Secretary, Development Committee, Registrar's Office, 10 January 1969, Vice-Chancellor's file VC/624A.

could be offered as a subject within an Arts degree: "I can think of two advantages for this at the moment, one being that there is more likelihood of getting a fair number of Arts students in the course than Science students, and the Faculty of Arts and Social Sciences would be strengthened by an additional department at the present time. There is no reason why in the future the course could not also be offered in the B.Sc degree."[44] However, moves were afoot to establish a Faculty of Education, and such a faculty seemed a more appropriate location for a Department of Librarianship (at Ibadan the Institute of Librarianship was incorporated within the Faculty of Education). The 40th meeting of Senate on 19 October 1967 considered a paper recommending the establishment of a Faculty of Education; the departments such a faculty might contain included a Department of Library Science, which would offer degree and diploma programmes in library science. Senate gave its approval in principle to the proposed faculty, noting that it "would not immediately entail further financial commitments", but

---

44 Vice-Chancellor to Acting Librarian and Mrs R.D.E. Young, 14 February 1967, Library Science file LS/VC " Vice-Chancellor General".

considered it premature to assign departments until after further discussion.[45]

The 44th meeting of Senate on 21 March 1968 considered a single-page proposal for departments in the Faculty of Education; degrees, certificates and diplomas which the Faculty would offer; and membership of the Faculty's Boards of Studies. A Department of Librarianship was proposed, which would offer BA(LS) and BSc(LS) degrees and a non-graduate diploma. The members proposed for the Librarianship Board of Studies were Grey-Theriot, a senior lecturer and a lecturer (vacancies), and four tutors (all members of the university library staff): Mrs Young, T. Coleman, P.A. Thomas and E.P. Thatcher. Senate noted that it had earlier accepted in principle the establishment of a Faculty of Education but did not approve the proposals because it wanted more information than the proposal contained. It did, however, approve the setting up of a Faculty Board of Education.[46]

---

45 Ahmadu Bello University, Senate Paper no. 42/2; Senate, Minutes of Meeting of 19 October 1967.

46 Senate Paper no. 44/4; Senate, Minutes of Meeting of 21 March 1968.

The first meeting of the new Faculty Board of Education took place on 10 May 1968, and members agreed to recommend to Senate that a Department of Librarianship be set up.[47] The 45th meeting of Senate on 16 May accepted this recommendation and agreed to refer it to the Development Committee for approval. The Senate meeting also approved the establishment of a Bachelor of Library Studies degree course and a two year non-graduate Diploma in Librarianship course; and, after minor modifications, their syllabuses.[48]

The Development Committee felt that "the need for developing courses in Librarianship should be recognised, and Librarianship should be accepted as a subject which could be offered as a main degree subject". It recommended "further consultations between the University Librarian and the Deans of the Faculties of Arts and Social Sciences and of Science on how this discipline should be developed and related to existing courses". Until these deliberations had been completed Librarianship should remain within the Faculty of Education although without departmental status. It

---

47 Ahmadu Bello University, Faculty Board of Education, Minutes of Meeting of 10 May 1968.

48 Senate Paper no. 45/6; Senate, Minutes of Meeting of 16 May 1968.

should remain under the control of the University Librarian. Senate considered the Development Committee's recommendations at its 53rd meeting on 20 March 1969, and approved the establishment of a Department of Librarianship assigned to the Faculty of Education.[49] By this time the new department's part I students - admitted in October 1968 - were nearing the end of their first session.

---

49 Senate Paper no. 55/ ; Senate, Minutes of Meeting of 20 March 1969

CHAPTER THREE

PROGRAMMES AND CURRICULUM DEVELOPMENT

The establishment of the new department and the programmes it would offer had been discussed at length within the university; in addition, according to Grey-Theriot, "consultation was sought from both Great Britain and the United States of America".[1] But the "probably future employers of many of the graduates of the A.B.U. courses, the state librarians, knew nothing of the proposals until the appearance of the advertisements",[2] according to Robert Pearce in his 1968 report on Library Services in the New States of Nigeria. The profession within Nigeria had not been consulted, and this was to cause serious difficulties from the start. At the Nigerian Library Association seminar which took place in Zaria in June 1969

---

1 J.M.M. Grey-Theriot, "Ahmadu Bello University Department of Library Science," Northern States Library News 5 (1971):40.

2 Robert Pearce, Library Services in the New States of Nigeria: A Report Prepared for the Ministry of Information, Federal Government of Nigeria, under the Special Commonwealth African Assistance Plan, 1968, p.12. (Mimeographed.)

a paper presented by Grey-Theriot "did not go over well as it was not really discussed, but rather the discussion was attacking the Department of Librarianship because the University did not get permission from the [Nigerian] Library Association to commence the programme".[3]

Bachelor of Library Science programme

The controversial programme was, of course, that leading to a Bachelor of Library Science[4] degree. This was a new form of

---

3 Grey-Theriot to J.O. Fadero, Senior Librarian, School Library Service, Lagos State Ministry of Education and Community Development, 23 July 1969, K.I.L. File "Department of Librarianship" vol.2.

4 The Bachelor of Library Science degree was initially known as the Bachelor of Library Studies. The change in nomenclature was approved at the 76th meeting of Senate held on 17 December 1970. At the 77th meeting of Senate held on 18 February 1971 the name of the Department was changed from Librarianship to Library Science, and the Diploma in Library Studies was renamed the Diploma in Library Science. To avoid confusion Library Science will be used when referring to the Department and its courses from 1968 on, although, technically, Librarianship and Library Studies are the correct terms for the 1968/69 and 1969/70 sessions.

This change of name to Library Science was regretted by the second Head of Department, Professor R.C. Benge: "Ever since I came here I have wished to change the name of this Department to Department of Library Studies as I strongly object to this habit of using the word "science" where it should not apply e.g. theological science! Unfortunately this change was made by my predecessor (it was originally called Department of Librarianship) and I now find that any attempt to change it back again would meet with opposition from the students who think that the term

professional qualification for Nigeria, and it is not surprising that Nigerian librarians - mostly ALAs or holders of postgraduate diplomas - were suspicious. To spring such an innovation without first consulting them was hardly diplomatic, although degrees in librarianship had been talked about earlier in the 1960s. At the first annual conference of the Nigerian Library Association in 1963 Benge, then Principal of the Ghana Library School, had expressed his preference for a three-year honours degree programme rather than for a diploma;[5] but the Bachelor of Library Studies degree which he introduced at the University of Ghana was discontinued after his departure in 1967. Plumbe, in a paper delivered at the 1964 Leverhulme Conference on University Libraries in Tropical Africa, referred to the Bachelor of Library Studies and suggested that "those of us at other African universities should study the Ghana proposals and see if we can adapt them, or something like them, in

---

improves their image. Their journal has the ridiculous title: The Library Scientist." (Benge to I. Abubakar, Dean, Faculty of Science, 18 May 1974, K.I.L. file KIL/D.27 "Department of Librarianship".)

5 R.C. Benge, "Foundations for a Library School," Nigerian Libraries 1 (May 1964):84.

our own universities".[6] Ahmadu Bello University was the first to do this.

The first year of the Ghana degree programme was entirely academic with students taking three Arts subjects. In second and third year they took Library Studies and one of the subjects offered for the BA General Degree. The disadvantage of such a system where the first year was entirely non-professional was that students could not be 'recruited in the full sense until after they have studied for one year at the University. In consequence it may happen that some of the more promising candidates get 'lost' because they may prefer to take an Honours degree in another subject."[7]

The first year of the Zaria degree programme was made up of Library Science and two subsidiary subjects drawn from the Faculties of Education and Arts and Social Sciences. Students continued on with a course from each of the same subsidiaries in their second year, and, according to the 1968/69 and 1970/71 syllabuses, took another subsidiary course in their third year, and also a course in

---

6 Wilfred F. Plumbe, "Staff Education and Training in African University Libraries," Northern Nigeria Library Notes no.2-3 (1964/65), p.146.

7 R.C. Benge, "Library Education in Ghana, 1961-67," Library Association Record 69 (July 1967):228.

Transliteration. However, Departmental examination records show that the third year subsidiary was in fact the course leading to the Graduate Certificate in Education, which BLS students who had taken Education as a subsidiary could take if they wished (one of the six who were to graduate in 1971 did). The 1971/72 syllabus confined subsidiary subjects to first and second years, unless a student wanted to take the Graduate Certificate of Education in his third year.

"Subsidiaries" were so only in name in first year, because all three subjects carried equal weighting under the examination regulations. However first year results did not count towards the final degree; second year results counted for 25%, third year results for 75%. The second year 25% was made up of 15% Library Science plus 5% for each of the two subsidiaries. The third year 75% was all Library Science, unless a student was taking the Graduate Certificate of Education, when the 75% was broken into 70% (Library Science) and 5% (Education). Thus 90% of the marks which made up the BLS degree came from the Department of Library Science, 10% from the departments in which a student had taken subsidiaries, except when the degree was linked with the Graduate Certificate of Education, when the break-down was 85% (Library Science), 15% (other

departments). Assessed work counted for 40% in each Library Science course, examinations for 60%.

Subsidiary subjects which BLS students have taken over the years include Education, Sociology, Political Science, Economics, English, French, History and Geography. French was a compulsory subject for all BLS students from 1968/69 to 1972/73, when the Department, realising the difficulties this presented - most of the students did not have 'O' Level French - had the regulation changed.[8] After this a foreign language was recommended, but was not compulsory, and most students opted for Education and Sociology. Regrettably, timetable clashes have made subsidiaries in the Faculty of Science an impossibility; the position can only change if the Department duplicates its courses, drawing up one timetable to fit in with the Faculties of Education and Arts and Social Sciences and another to fit in with the Faculty of Science.

The Library Science content of the 1968/69 syllabus appears modest enough: courses on Organisation and Management of Libraries and Cataloguing and Classification to be taken in first and second

---

8 Faculty Board of Education, Minutes of Meetings of 5 May and 29 May 1973.

years, Bibliography added in second year, Documentation in third year. As the Department expanded and the number of staff increased these large subject areas were sub-divided and re-organised, as the outlines given in APPENDIX A indicate. This increase in the number of courses was not due solely to the increase in staff but also to the interest which the staff showed in curriculum review and development, a topic discussed continuously at staff meetings over the years.

By the 1970/71 session the first year Organisation and Management of Libraries had been split into Library and the Community and Organisation and Administration of Libraries. By 1971/72 BLS III students could opt for either Children's Literature or Documentation in addition to the courses which all were required to take. They also had to do a project, an independent piece of work carried out under the supervision of a staff member. Projects were extended essays rather than research in the postgraduate sense, but they served the Department as valuable sources of up-to-date information on librarianship, literacy, adult education, publishing and related topics in Nigeria, information which was not often available in print. Each BLS III student also compiled a bibliography, again under staff supervision.

By 1975/76 BLS III students had a wider choice: in addition to their required courses they took any two of Education and Libraries, Library Work with Young People, Documentation, and Book Production. They also took a Library Management course which covered the principles of management and personnel management with particular reference to libraries. This course has been taught by a lecturer from the Department of Business Administration.

Students' views on the make-up of the syllabus have always been listened to, and at their request the title of the Library and the Community course was changed to Sociology of Library Science. Student representatives were members of the Curriculum Review Committee set up in 1978/79 and some of that Committee's recommendations, as implemented in 1979/80, streamlined the BLS syllabus and removed some overlapping of courses.

Diploma in Library Science, and admission of Diploma holders to BLS programme

This two-year, non-graduate programme was set up to produce middle-management library staff. It differs from the BLS programme in having lower entrance requirements (five GCE 'O' levels or equivalent), more emphasis on practical work, and no non-Library Science content. As with other Departmental courses, the Diploma curriculum has been

revised over the years, as the syllabus outlines listed in APPENDIX A indicate.

The Diploma course is para- rather than sub-professional, unlike certificate courses which extend over six or nine months and impart limited technical knowledge to students who are unlikely to require more in the course of their work or to go much further in their careers. The Department realised the wastefulness of restricting the better Diploma students to middle-management positions indefinitely, and, in June 1972, Grey-Theriot wrote a paper for presentation to the Faculty Board of Education recommending that a 1970 Diploma graduate with an average of 60.1% should be admitted to the BLS course. The paper came too late for consideration at the last meeting of the Faculty Board for the 1971/72 session, and was placed on the agenda for the meeting on 30 October 1972. Grey-Theriot was away from Nigeria for medical treatment, but his recommendation was discussed at a Library Science staff meeting on 28 October. The staff agreed that the candidate should be admitted, but not that he should by-pass first year as Grey-Theriot proposed ("the first year of the BLS would be merely repeating, in principle, what the candidate had already gained in the Diploma programme"). Their viewpoint was approved by the Faculty Board

meeting, at which members were reminded of "Some Guide-Lines for Non-Degree Diploma Courses" drawn up for the Academic Planning Committee by the Professor of Government and the Registrar. These guidelines suggested that diploma holders admitted to degree courses should enter into the first year.[9]

The problem of repetition was a real one and, later in 1972/73, after Grey-Theriot had left the Department to take up appointment as Librarian of the College of Science and Technology, Port Harcourt, both the Library Science staff and the Faculty Board members changed their minds and reversed their October 1972 decision; they now agreed that Diploma holders, when admitted to the BLS programme, should enter BLS II, not FLS I. Benge suggested that the students should take their subsidiary subjects in BLS II and III, instead of BLS I and II, and that Diploma holders should have at least one year's library experience before entering the degree programme, which, when added to BLS II and III, would bring their course requirements up to three years. On 29 May 1973 the 29th meeting of the Faculty Board of Education approved the Department's

---

9 Department of Library Science, Minutes of Staff Meeting of 28 October 1972; Faculty Board of Education, Minutes of Meeting of 30 October 1972.

proposal that two Diploma holders (one 1970, the other 1971) should be admitted to the BLS programme the following October, entering directly into BLS II. Senate, however, disagreed, and the candidates entered BLS I, not BLS II.[10]

The admission of diploma holders to degree programmes at Ahmadu Bello University is a compromise between, on the one hand, the need "to be vigilant to ensure that ... a diploma course is not simply a more devious and expensive form of University entrance",[11] and, on the other, the desire to do something to help former students to up-grade their qualifications. The major drawback is the amount of repetition which Diploma holders - who have already completed a professional course - face as BLS students, and the Department's recommended solution to this - the by-passing of BLS I - was turned down by Senate in 1973. Departmental policy, as worked out in 1972/73, is that applicants for admission must have an average of 60% or over in the Diploma results, and that each application must receive Senate approval.

---

10 Department of Library Science, Minutes of Staff Meeting of 10 April 1973; Faculty Board of Education, Minutes of Meetings of 29 May and 27 June 1973.

11 "Some Guide-Lines for Non-Degree Diploma Courses," Zaria, 1971. (Mimeographed.)

Master of Library Science programme

The meeting of the Faculty Board of Education on 3 June 1969 approved the introduction of an MLS programme and the Higher Degrees Committee gave its approval shortly afterwards.[12] The course was intended for full- and part-time students and involved course work and a thesis. Four students were admitted in 1969/70, all on a part-time basis. All were members of ABU library staff, none had a previous library qualification. One of the four appears to have left the programme at an early stage, a second gave up during 1970/71, and the remaining two sat examinations in Administration, Bibliography, Cataloguing and Classification, Book Selection and Reference at the end of 1971. One died shortly afterwards as a result of a road accident, and the other, having passed the examination, submitted a bibliography on The Geology of Nigeria and was awarded his degree in 1972. Five years were to pass before the next MLS degree was awarded.

The postgraduate programme was the cause of a serious disagreement between Grey-Theriot and his most senior member of staff,

---

12 Faculty Board of Education, Minutes of Meeting of 3 June 1969; Department of Librarianship, First Annual Report: 1968/69, p.11.

Mrs Elinor D. Sinnette, who wrote to him to place on record "her unalterable opposition to the proposed MLS programme as it is now conceived". Mrs Sinnette complained that "the syllabus for the MLS course does not exist"; that in most library schools a bibliography would not be an acceptable substitute for a thesis at master's level; that the titles of the theses/bibliographies had not been adequately thought out, nor the question of whether the Department had staff competent to supervise each topic.[13]

Mrs Sinnette's misgivings had some justification; the introduction of the MLS just one year after the Department was established was certainly over-ambitious, and the non-acceptance of more students onto the programme until 1973/74 was a tacit admission of this. However, the tuition which the first group of MLS students received cannot have been all that unsatisfactory because the external examiner, Professor John Harris, found "evidence of good and careful teaching"[14] in their examination answers.

---

13 Mrs Elinor D. Sinnette to Grey-Theriot, 28 February 1970, Library Science file S/SINN "Staff: Sinnette, Mrs E."

14 John Harris to Grey-Theriot, 15 March 1972, Library Science MLS student file ...

Indefinite deferrment of the MLS until sufficient qualified staff were available to teach it was agreed upon at the staff meeting on 28 October 1972. This decision was reached in the absence of Grey-Theriot, who, when he returned to Nigeria at the end of 1972, could not see "any legitimate reasons for dropping the programme. Overwork and shortage of staff is not an excuse."[15] This was a minority view, and did not prevail.

At the staff meeting on 10 April 1973 the possibility of offering the programme on a part-time basis in 1973/74, and on a full-time basis in 1974/75, was discussed:-

> When the course is run full-time, staff envisage a programme similar to the Ibadan one. The first year of the programme will consist of course work, at the end of which students will be eligible for a Diploma. The 2nd year will consist of research work. Those students who already have BLS as their first degree would be able to enter in the 2nd year, to avoid repetition.[16]

---

15 Grey-Theriot to Professor Adamu Baikie [Acting Head, Department of Library Science], 5 January 1973, Library Science file LS/SM "Staff Meetings".

16 Department of Library Science, Minutes of Staff Meeting of 10 April 1973.

The MLS was a constant topic of discussion at staff meetings during 1973/74. It was agreed to offer a programme comprising taught courses and a thesis to two categories of students - those already possessing a professional qualification (Category A) and those without one (Category B). Both categories could take the degree full-time, or, if they worked in the Zaria area, part-time. Category B students took basic professional courses, while Category A had an element of choice (see the syllabus in APPENDIX A). The majority of Category A students were BLS graduates, and their MLS syllabus included courses such as Communication Studies and Comparative Librarianship which had not been on their undergraduate syllabus.

Responsibility for the MLS programme was given to Dr Abdul Moid (formerly Head of the Department of Library Science and Librarian of the University of Karachi), a new member of staff who took up appointment as Reader in November 1973. Four applicants were accepted by the Faculty Higher Degrees Committee,[17] and classes started in January 1974. (The MLS commenced in January each year

17 Department of Library Science, Minutes of Staff Meeting of 20 May 1974.

from 1974 up to, and including, 1977. In October 1977 the programme reverted from the calendar to the academic year.)

Full-time students were to complete the course work in one year, part-time students in two. Theses were to be completed not later than five years after the commencement of the course. Category A students were not required to take the examinations; their competence was to be assessed by their course work. Most Category A people were part-time students, full-time employees of ABU libraries. They were anxious to complete their course work in as short a time as possible so as to start on their theses, and some attempted to take all their courses in the one year instead of the two stipulated. This caused difficulties both for their employer and for the Department, where fears were voiced that insufficient course work was being done. The ABU libraries drew up conditions governing the release of staff for part-time courses, and the Department changed its policy and decided that <u>all</u> MLS students should take the end-of-session examinations with effect from the October 1978 intake.

After lengthy discussions in 1978/79 the Department's MLS Committee suggested a complete review of the curriculum; the new syllabus, on the same pattern as those for other master's programmes within the Faculty of Education, came into effect in October 1979.

It offers a choice between course work (seven courses) plus thesis and course work (eleven courses) plus an "independent study" of not less than 6,000 words. Students who opt for the latter route take seven Library Science courses and four from the range offered by other departments within the Faculty of Education (the other departments are Education, Vocational and Technical Education, and Physical and Health Education). For students without a previous librarianship qualification four courses are compulsory: Reference and Bibliography, Organisation of Knowledge, Collection Development and Library Management.

All MLS courses now last one term (three hours a week amounting to thirty hours), with an examination at the end of each term. This arrangement is more flexible than the sessional one, under which courses stretch from October to May, with fewer lecture periods a week per course. Courses in the Diploma and BLS programmes are still given on the traditional sessional basis, each full course being allocated two lecture periods a week.

Admission of non-graduate ALAs to the MLS programme

With the restriction of the Ibadan diploma programme to graduates with effect from the 1966/67 session, and the introduction of the BLS course at ABU in 1968, librarianship in Nigeria moved sharply in the direction of a graduate profession. Despite their years of working experience, ALAs career prospects became more and more restricted if they lacked a degree. In the early 1970s neither of Nigeria's two library schools offered a solution to them; as non-graduates they would not be permitted to take post-graduate qualifications. "Is there not some significance", asked Benge in 1973, "in the fact that Nigerian ALAs may be able to study for a higher qualification in Loughborough, England, but not in Nigeria?"[18] Russell Bowden, British Council Librarian in Nigeria, called the ALAs' plight "a sad affair: the image that the profession has and the high reputation in which it is held are to the credit of those first Nigerians who had the courage to step out into a virtually unknown field and who now should be given that credit for placing the profession where it is today ... The ideal solution", he

---

18 Ronald Benge, "Return to West Africa: Some Notes on Library Education in Africa," Nigerian Libraries 9 (April - August 1973):99.

suggested, "is to argue a special case for consideration in their own country."[19]

An ALA/Ibadan Diploma in Librarianship (non-graduate, 1966) holder applied for admission to the MLS course in 1973/74, but the Head of Department, though sympathetic, decided not to forward his name to the Higher Degrees Committee "in view of the fact that students were opposed to having someone with ALA qualification registered straight for MLS, and that the Nigerian Library Association does not recognise ALA as equivalent to BLS".[20] The climate of opinion changed somewhat in the following year, and in June 1975 Benge did put forward the name to the Higher Degrees Committee, mentioning that the applicant had been offered a place on the MLS course at Case Western Reserve University in the United States. The applicant had been on the University staff for some years, which may have disposed the Committee in his favour. His application was approved, as was that of another non-graduate ALA (a member of ABU staff since the early 1960s) in 1976.[21]

---

19 Russell Bowden, "The Recovery: Nigerian Library Developments 1970-1973," Journal of Librarianship 6 (July 1974):196-197.

20 Faculty Board of Education, Minutes of Meeting of 22 January 1974.

21 Information from MLS students' files.

Library Science as a subsidiary subject in Education degree programmes

The possibility of offering Library Science as a subsidiary subject in Education degree programmes was discussed at a staff meeting on 10 April 1973. The idea was to equip Education graduates to take charge of and develop the libraries in the secondary schools and teacher training colleges in which they would work after graduation. The Professor of Education, Adamu Baikie, felt that a lot of his students would enroll for such a course,[22] but when the course was offered in 1974/75 only two did so, and they withdrew before long. In the opinion of one lecturer the subsidiary "was not publicised enough ... the Department should think about making it a Certificate course".[23]

Whatever the reasons, Library Science proved less in demand as a subsidiary than other options such as Sociology. Only twelve first year students took the course in 1977/78, while no first years enrolled in 1978/79. A special syllabus was drawn up (see APPENDIX A),

---

22 Department of Library Science, Minutes of Staff Meeting of 19 November 1973.

23 Department of Library Science, Minutes of Staff Meeting of 4 November 1974.

but this was a strain on the Department because of staffing and the allocation of classroom accommodation and timetable space. It was decided that, with effect from 1979/80, first year subsidiary students would take the same courses as BLS I, while second years would select one course from those taken by BLS II. (This is the practice in other departments.) From 1979/80 onwards Library Science is available as a subsidiary to students in the Faculty of Arts and Social Sciences as well as to students in the Faculty of Education.

Library Science has also been offered at subsidiary level to Education students taking the Long Vacation degree course.

Doctoral programme

The Department expects to offer a Ph.D programme with effect from the 1980/81 session. Such a programme will be a combination of taught courses and thesis on the American pattern. The regulations governing the programme will be those applying to all higher degree programmes within the Faculty of Education - an example of growing standardization within the Faculty.

At present Ibadan is the only university in Nigeria offering a Ph.D in librarianship, and the obvious demand for such a

qualification is demonstrated by the small but growing number of Nigerians who go to North America or Britain each year to read for a doctorate. However good the libraries in certain overseas universities may be, indigenous research can only be properly done at home; for example, questionnaires thought up and despatched from a 3,000 mile perspective must be followed up in person, otherwise the results of the exercise will be less than adequate. For this reason a second Nigerian university doctoral programme in library science would be an advantage. On the other hand, ABU's collection of library science material is inadequate (as will be discussed later in this chapter) and, at present, only a small minority of the Department's staff hold doctorates themselves (see Appendix D).

Practical work

Practical work is of particular importance in the Nigerian library school curriculum because of the students' background of limited reading and lack of contact with libraries, their lack of pre-course experience of library work, and the likelihood that, for some years to come, many of them will be working very much on their

own after qualifying.[24] The Department has always recognised the importance of practical work, yet, despite this, a follow-up study of students who graduated between 1970 and 1976 revealed that only ten of the sixty-six interviewed felt that the practical component of their programmes had been adequate.[25]

Practical work can be divided into the practical side of particular courses - such as ensuring that Organisation of Knowledge students can actually catalogue and classify books - and into periods of "field" work in libraries. A Committee on Practical Work for Library Science students was set up in 1973/74 to make recommendations, and the Department finally decided that second-year students should do four weeks field work - BLS II during the long vacation, Diploma II (who would be taking up employment at the end of their second year)

---

24 For a more detailed discussion see Anthony Olden, "The Importance of Practical Work in the Curriculum," paper presented at the Standing Conference of African Library Schools, Ibadan, 3-10 May 1978.

25 J.A. Omotosho, "A Follow-up Study of the Former Students of the Department of Library Science, Ahmadu Bello University, Who Graduated Between 1970 and 1976," MLS thesis, in progress.

towards the end of their second term.[26] Field work during session meant working in libraries in the Zaria area. BLS students often did their field work in libraries in their home areas during long vacations. Librarians reported on each student, and, in the opinion of two staff members, "many written assessments appear to be very good indeed. One often has the impression of reading an honest, carefully thought-out and thoroughly useful evaluation of a person."[27] These assessments proved useful when writing student references.

The increase in the Department's student numbers made field work a strain for local libraries, and, by 1976/77, the period for Diploma II students had been reduced from four weeks to two. In 1978/79 Diploma students did their field work largely at Samaru Public Library, which is run by the Department. Lack of funds on the part of ABU and the state governments have made it increasingly difficult for students to get paid vacation work in libraries, with the result that a few of those who entered BLS III in October 1979

---

26 Department of Library Science, Minutes of Staff Meeting of 26 November 1973.

27 J.E. Myada and C. McCarthy, "Diploma Students Practical Work 1974," Zaria, 1974. (Mimeographed.)

were still without practical experience. Two weeks practical work in ABU libraries was arranged for 1979/80 BLS III students during the second term.

Library facilities

Good libraries are essential for Library Science students both as practical models and as sources of up-to-date information. ABU has the largest library complex in the north of Nigeria, a large new university library, and, unfortunately, a poor collection of material on librarianship. This is the fault both of the senior staff of Kashim Ibrahim Library (the majority of whom are former students of the Department) who ought to show some post-qualification interest in reading about professional matters, and of the Library Science lecturers, though the latter could argue - with some justification in this writer's opinion - that if the library takes up to two years to order, receive and process a volume it may not be worth the trouble of completing an order slip for it in the first place. Kashim Ibrahim Library does have a good selection of current library journals, but has never attempted to collect annual reports from libraries and library schools.

A good departmental collection would go a long way to remedy this situation, but such a collection does not exist. In its early

days the Department was short of both accommodation and money; by 1973, with the new block of the Faculty almost complete, a solution to the accommodation problem was suggested: the allocation of a large classroom to house a joint Library Science and Education Library. The Department would have preferred a separate Library Science library, but, in the absence of accommodation and of funds to pay the salary of a library officer, it agreed to the proposal for a Faculty Library.[28] A library officer took up appointment in mid-1973, and his salary became the responsibility of the Dean's Office. A Library Science lecturer was given overall responsibility for the library. The new 1,300 sq.ft. room was occupied at the end of the 1973/74 session.

New premises and a full time library officer resulted in improvements, but these were shortlived because of lack of funds for the purchase of books and serials, despite some assistance from the British Council, which donated £1,000 in 1973.[29] Journal

---

28 Head of Library Science to all staff members and Mr Aleraiye [Library Officer], 9 November 1973, Library Science file LS/SM "Staff Meetings"; Department of Library Science, Minutes of Staff Meeting of 26 November 1973.

29 Head of Library Science to all staff members and Mr Aleraiye, 9 November 1973, Library Science file LS/SM "Staff Meetings".

subscriptions ceased around 1975, and few new books have been purchased since then. The financial situation was so serious in 1978/79 that, for a time, the Faculty Library could not even afford to buy the daily newspapers. Discussions with the University Librarian for assistance have, up to now, produced no tangible results. The Faculty Library Committee, composed of staff and student representatives from each of the Faculty's four departments, is ineffectual; it met twice during 1977/78, once during 1978/79.

The one positive event in the history of the Faculty Library over the last few years was the move to new premises at the end of the 1977/78 session. The Library was allocated 3,200 sq.ft. on the top floor of the new Faculty extension. The new premises are well-furnished, carpeted, airconditioned and well-lit - only an adequate stock is missing, and without that the Library is little more than a reading room.

Because of the limitations it imposes on teaching and research at all levels, the absence of a comprehensive, up-to-date Library Science collection is perhaps the greatest failure of the Department to date.

CHAPTER FOUR

STUDENTS AND STAFF

Students

The number of applications for places on the Department's programmes has always been far in excess of the number of students who could be accepted. "A minimum of 400 applications all of whom were fully qualified"[1] were received for the 1968/69 session, more than five hundred for 1969/70.[2] In April 1974 Benge, in a letter to a librarian at the University of Nigeria (which was then contemplating setting up a library school) remarked on how "very sad" it was "that we have to refuse so many applications".[3] The intake quota for

---

1 Vice-Chancellor to S. Ade John, Federal Ministry of Education, Lagos, 30 August 1968, Vice-Chancellor's file VC/624A.

2 Ahmadu Bello University, Department of Librarianship, "First Annual Report: 1968/69," p.11.

3 Benge to Mrs D. Obi, Librarian, Enugu Campus, University of Nigeria, 18 April 1974, Library Science file 17/21 "University of Nigeria Library".

1968/69 was eighteen, after which intake increased each session (with the exception of 1970/71) up to 1975/76, when it reached a peak of over one hundred.

The majority of the students who come to the Department have worked as teachers at some earlier stage of their careers. This is common practice in Nigeria, where teaching is not the "terminal" profession it usually is in the West, but often (especially at primary level) a stop-gap for a year or two to enable enough money to be saved by the ambitious teacher to finance his next course of study.

Student statistics are set out in tabular form in Appendix B, and only the more noteworthy aspects will be commented upon here. One fact worthy of comment is that, out of a total of 239 students awarded BLS degrees up to, and including, 1979, not one was awarded a first (see table 2).[4] It seems highly improbable that none of these students had first-class potential, and one must conclude either that this potential was not fully developed by their lecturers, or, more likely, that the lecturers

---

4 Unlike most of their British and Irish counterparts, Ahmadu Bello University and other Nigerian universities award only honours degrees, except in the handful of cases where a student has to repeat his final year.

were either overstrict or not sufficiently discriminating in their assessments of the better students.

The number of Diploma holders admitted to the BLS course increased sharply in 1977 (see table 4); over a third of the BLS I class in 1977/78 and 1978/79 and almost a half in 1979/80 was made up of former Diploma students.

Far more male than female librarians are produced by the Department and the more advanced the course the smaller the proportion of women in the class becomes; thus, 31% of the 268 students awarded Diplomas up to, and including, 1979 were female but only 18% of the 239 students awarded BLS degrees (see tables 6 and 7). Of the twenty-one students recommended for the award of MLS degrees by the Faculty Board of Education up to 31 December 1979 only two were female.

As explained in the introduction to Appendix B it is almost impossible to be completely certain about the state of origin of some Nigerian students, partly because of the re-division of the country from twelve into nineteen states in February 1976, partly because a few applicants for admission gave wrong information as to their state of origin in the belief that an applicant from an educationally disadvantaged state would stand a better chance of

acceptance at ABU. However, tables 12, 13 and 14 give a general picture which is reasonably accurate and shows that applicants from all the nineteen states are accepted by the Department. Of the 225 Nigerians awarded BLS degrees up to, and including 1979, almost one-third were of Kwara State origin, which is more than twice the number from any other state (see table 12). Of the 256 Nigerians awarded Diplomas more than one-fifth were of Kaduna State origin, while another fifth came from Benue State (see table 13). Sokoto State comes out worst, doubtless because it has so few applicants with the necessary entrance qualifications: one Diploma and one BLS graduate.

The number of non-Nigerian librarians produced by the Department is very small: one MLS, fourteen BLS and twelve Diploma graduates. Nine of these were Ghanaians (all BLS students), while fourteen came from other countries in Africa (see tables 9, 10 and 11). The remaining four non-Africans were already resident in Zaria at the time they applied for admission: these were British, German, Pakistani and Sri Lankan women whose husbands, fathers or other male relatives were on the staff of ABU or, in one instance, teaching in a local secondary school. No non-Nigerians were admitted to the BLS course in 1977; one Ugandan was admitted in

1978, one Pakistani in 1979 (both were female Diploma holders already living in Zaria). This is partly due to the cutback in student numbers caused by the shortage of hostel accommodation within the university and the resulting limit imposed on admissions to each faculty. (The Department of Library Science has suffered particularly because the Faculty of Education, which used to be made up of two departments (Library Science and Education) is now made up of four: Library Science, Education, Physical and Health Education, and Vocational and Technical Education; Library Science and Education agreed to cut back their intake so that the two new departments could build up their student numbers quickly.)

Society of Library Science Students

Since its inauguration during the 1971/72 session the Society of Library Science Students has played a useful role in the Department and, at times, a militant role in the profession as defender of the BLS degree. (The Society's role in the 1974 Colloquium on Education and Training for Librarianship in Nigeria and its aftermath will be examined in Chapter 5.)

During the 1973/74 session the practice of student representation at Departmental staff meetings was initiated by Benge. At first one, later two, members of the Society executive (usually the President and Secretary) were invited to attend. This helped to ensure that student attitudes were made known to all the staff and that staff decisions were communicated to the student body. As Benge admitted: "these representatives have played an active role in running the department ... although such participation is official ABU policy it does not operate effectively in many /other/ departments".[5] The Society's executive has played a part in inviting librarians from outside Zaria to come and give visiting lectures. It has helped staff to arrange and manage trips to library meetings and conferences, as well as the tours which took place from 1973/74 to 1977/78. These week-long bus tours of libraries in the western or eastern states provided final year students with the opportunity to visit a range of libraries, an opportunity of particular value because of the relative absence of large libraries in the north outside the Zaria area. No tours

---

5 R.C. Benge, "Department of Library Science 1972-78: A Personal Balance Sheet," Library Scientist 6 (March 1979):6.

took place in 1978/79 because of lack of funds; the university and most state governments could not afford to pay the costs.

Perhaps the most noteworthy achievement of the Society of Library Science Students has been the publication each year since 1972 of The Library Scientist. This annual stencil duplicated volume contains a variety of articles by students and staff. The student articles vary in quality, as one would expect, but the very fact that The Library Scientist appears each session is a tribute to student enthusiasm and to the hard work of successive student editors. The 1978 and 1979 issues each contained well over two hundred quarto-size pages. The work is financed by the Department.

Staffing: 1968/69 - 1971/72

"However an educational standard may be judged, it is derived largely from the calibre of lecturing staff. That, in Nigeria is the greatest difficulty of all - the recruitment of staff of good quality and sufficient quantity."[6]

---

6 Ronald Benge, "Return to West Africa: Some Notes on Library Education in Africa," Nigerian Libraries 9 (April - August 1973):100.

The headship of new library schools established in universities is, sometimes, allocated to the university librarian, who occupies both posts for a number of years. Thus P. Havard Williams, Librarian of Queen's University, Belfast, became head of the school which was established there in 1964; he combined both posts until 1970, when he relinquished control of the school. John Harris, Librarian of the University of Ibadan, was Director of the Institute of Librarianship from its foundation in 1960 until 1965, when John Dean took up appointment as full-time Director. Such dual headships are understandable in a school's early years, when a suitable head may not be readily available, nor indeed the funds to pay his salary; but they should not continue too long; as Benge stressed in 1964, "the person in charge of library education must be ... an educationalist and not a librarian. They are two separate jobs which require quite different capabilities; how could it be otherwise ?"[7]

J.M.M. Grey-Theriot, Librarian of Ahmadu Bello University, was appointed first head of its library school. Grey-Theriot, a Puerto Rican American, had a B.S. from Wayne University, Detroit,

---

7 R.C. Benge, "Foundations for a Library School," Nigerian Libraries 1 (May 1964):82.

and an MALS from the Carnegie Institute of Technology, Pittsburgh. He had worked in various capacities for Detroit Public Libraries during the 1950s, as Head of Reference Services for the Universidad Catolica de Puerto Rica from 1960 to 1964, and as Head of Readers' Services for the University of Ghana from 1964 to 1965. His arrival in Zaria in January 1966 occurred just two weeks before the departure of the University Librarian, Wilfred Plumbe, for a new post in Malawi. By the end of 1966 Grey-Theriot was Acting University Librarian. Early in 1967 he submitted his resignation to the Vice-Chancellor, so as to accept "an offer to train and direct a graduate student program ... for the coming academic year".[8] In March 1967 he became substantive University Librarian, and no more was heard of resignation for the time being. In 1968 he was made Acting Head of the new library school, and held the two positions until December 1970, when he relinquished his library post to become full-time Professor and Head of Library Science. As the Vice-Chancellor had pointed out a year earlier:

---

8 Grey-Theriot to Vice-Chancellor, 3 January 1967, Library Science file "Staff: Grey-Theriot, J.M.M."

> Mr. Grey-Theriot has done a magnificent job under the most difficult circumstances, but I think it would be asking too much of anyone to run the University Library System and supervise the building of a new central library as well as direct the studies in the School. Also particularly with the institution of their own Postgraduate Studies, I feel it is essential to get a Department Head soon.9

The Department had no full-time academic staff during the 1968/69 session; all the teaching was done on a part-time basis by the following Kashim Ibrahim Library staff: Mrs R.D.E. Young, FLA (Deputy University Librarian), J.A. Achema, BA, D.T. Simons, ALA and Grey-Theriot himself. The first full-time staff took up appointments at the start of the 1969/70 session: Mrs. D.O. Bozimo and Mrs Elinor D. Sinnette. Mrs Bozimo, who had a BA from Scripps and an MLS from Columbia, was the Department's first full-time Nigerian lecturer. Mrs Sinnette , who came as a Senior Lecturer, was a Black American with a BA from the City University of New York, an MLS from the Pratt Institute School of Library Service, and many years' experience of school library work in New York. Since 1965

---

9 Vice-Chancellor to Deputy Vice-Chancellor, Dean, Faculty of Science and Dean, Faculty of Arts and Social Science, 12 December 1969, Vice-Chancellor's file VC/624A.

she and her husband had been at Ibadan, where she worked in the Institute of African Studies Library and as a part-time lecturer in the Institute of Librarianship. She was a full-time lecturer in 1968/69 and the Director regretted her departure very much: "the only consolation I have is that she is remaining in Nigeria and that her professional capability may make a salutory impact upon the library situation in Zaria".[10]

Mrs Sinnette stayed in Zaria for only one session. She and Grey-Theriot found themselves in disagreement on various matters (her objections to the MLS course have been mentioned in Chapter 3) and she left the service of the university. Given the shortage of senior staff in the Department's early years, the departure of someone as capable as Mrs Sinnette was particularly unfortunate, and indicates that Grey-Theriot's relationship with his staff was not always cordial. He himself realised this and, following a disagreement with one of his librarians in mid-1970, acknowledged: "Truthfully, Vice-Chancellor, I am far too tired to fight this sort of fight any longer, therefore ... I beg you to accept my

---

10 John Dean, Director, Institute of Librarianship , /Reference for/ Mrs Elinor Sinnette, 10 May 1969, Library Science file "Staff: Sinnette, Mrs E."

resignation when it comes to you".[11] Much of this was due to indifferent health[12] and to overwork; as well as being University Librarian (until December 1970) and Acting Head of the library school, Grey-Theriot was Dean of the Faculty of Education for the 1969/70 and 1970/71 sessions.[13]

D.T. Simons transferred from Kashim Ibrahim Library in November 1969, which meant that the Department had three full-time academic staff for most of the 1969/70 session. (A list of full-time academic staff for each session is given in Appendix C.) However Simons was in Nigeria under the auspices of the Voluntary Service Overseas scheme and, his two years being up in mid-1970,

---

11 Grey-Theriot to Vice-Chancellor, 15 August 1970, Library Science file "Staff: Grey-Theriot, J.M.M."

12 See the two Library Science personal files on Grey-Theriot.

13 All three Heads of the Department have served as Deans of the Faculty. This dual role which is common practice in faculties at ABU imposes a very heavy burden on those concerned, making it - in this writer's opinion - virtually impossible for them to fulfill either the Deanship or the Headship satisfactorily. The Head of the Department of Library Studies at Ibadan, Professor F.A. Ogunsheye, appointed an Acting Head when she served as Dean of the Faculty of Education during 1978/79.

he returned to Britain to read for a degree. Two new lecturers, Mrs Stewart and Mrs Mason, took up appointment at the start of the 1970/71 session, but stayed for only a year. This was not due to any dissatisfaction with the Department but to family reasons; as Grey-Theriot phrased it, "as soon as we think we are settling down with a full staff, we find that someone ... must resign to follow a husband or one of the really 'must' items that we face constantly in life".[14] Two more expatriate women, both single, took up appointment during the second term of the 1970/71 session; both married Nigerian members of ABU staff before the end of 1971. One, Mrs Ugonna (nee Corran), left at the end of 1971/72 to join her husband who had moved to the University of Lagos; the other, Mrs Myada (nee Allen), whose husband remained at ABU, is now the longest serving non-Nigerian member of the Department's staff. Grey-Theriot himself became a full-time staff member in January 1971.

The second full-time Nigerian lecturer, Abdullahi Mohammed, took up appointment at the start of the 1971/72 session. Mohammed had been connected with ABU since 1963, first as a student (BA, 1966)

---

14 Grey-Theriot to Miss Judith Waterer, Postgraduate School of Librarianship and Information Science [sic], University of Sheffield, 11 October 1971, Library Science file "Enquiries".

then as a member of library staff. He had worked in Kashim Ibrahim Library, in the then Abdullahi Bayero College Library, Kano, and, after a year's study leave and the award of an MLS from Syracuse University in the United States, as Librarian of Advanced Teachers College, Kano. His transfer brought the number of full-time teaching staff up to five for 1971/72. They were joined in January 1972 by Roslyn Mould, another single expatriate woman. Miss Mould became Mrs Zalin during 1972/73, and she and her husband left the university at the end of that session.

With such a high staff turnover much of Grey-Theriot's time was devoted to seeking replacements. As well as getting the Registry to place advertisements in newspapers and in professional journals he wrote to heads of library schools and to librarians to ask if they could suggest possible staff. In 1971 Grey-Theriot wrote to four American academics to ask if they would be prepared to come as visiting professors for a session each. One of these, Harold Lancour of the University of Pittsburgh, would have been "greatly interested" but for the mishap of a letter which took five months to reach Pittsburgh from Zaria; by the time it arrived he was fully committed for 1971/72 as Visiting Senior Lecturer at the College of Librarianship Wales and as

Visiting Professor at Ibadan, and for 1972/73 at his own university.[15] Grey-Theriot kept the Vice-Chancellor informed of all developments, and Dr Audu took a close interest in the Department's staffing (and also, presumably, in the staffing of other departments) until the end of his term of office as Vice-Chancellor in 1975.

One enquiry to an overseas library school did bear fruit with the inauguration of the link scheme between the Department and the College of Librarianship Wales under the sponsorship of the Inter-University Council for Higher Education Overseas. The College was only four years older than the Department, but, within three years of its initial student intake in 1964 it had grown so much that it was the largest library school in Britain. Though not a university institution it was in association with the University College of Wales, Aberystwyth and the University of Wales, and the degree and diploma qualifications resulting from its courses were awarded by the University. The Principal, F.N. Hogg, took a particular interest in opening up the College to

---

15 Harold Lancour, Visiting Professor, Department of Library Studies, University of Ibadan to Grey-Theriot, 22 March 1972, Library Science file LS/1/11 "Recruitment of Staff".

overseas students, and in assisting library schools overseas. At the end of 1971 he visited West Africa under Inter-University Council auspices and, as a result, link schemes were established between the College of Librarianship Wales and Nigeria's two library schools. The arrangement was that Aberystwyth lecturers would come to Zaria for a term at a time, ABU would pay their salary and provide them with accommodation and transport, while the Inter-University Council would pay their air-fare as well as a daily allowance and, where applicable, any difference between the salary they received in Nigeria and the salary they would have received had they remained in Britain. (ABU accepted responsibility for the air-fares with effect from 1978/79.) In all, thirteen such visits were made from 1972/73 to 1978/79, including four visits each by two Aberystwyth staff members: Michael Wise and Griffith Hughes. The particular advantage of the link is that it brings to ABU experienced library school staff who, because of good conditions of employment together with family and other commitments, would be unlikely to respond to advertisements for contract positions overseas and give up their permanent jobs in Britain. The Principal of the College served as external examiner for the BLS and Diploma courses in 1973, 1974, 1977, 1978 and 1979.

Staffing: 1972/73 - 1975/76

1972/73 saw the departure of the first Head of Department and the appointment of the second, but for most of the session control of the Department was in the hands of an Acting Head: Adamu Baikie, Professor and Head of Education. Grey-Theriot left Nigeria on annual leave in July 1972 and, because of medical treatment, did not return until December. By then he had informed the Vice-Chancellor of his intention to leave ABU, but he accepted a three month appointment as Visiting Professor from January to March 1973. After this he took up appointment as Librarian of the College of Science and Technology, Port Harcourt. ABU was then assisting the new College and had already provided its Rector in the person of A.P. Mead, Professor of Zoology.

The second Professor and Head of Department was R.C. Benge, once referred to by his former Ghanaian colleague S.I.A. Kotei as "the oldest, wisest, most respected etc. library school director in Africa".[16] Benge had lectured at the then North-Western

---

16 S.I.A. Kotei to Benge, 5 December 1975, Library Science file 17/23 "University of Ghana".

Polytechnic, London, during the 1950s, and at the then East Caribbean Regional Library's School of Librarianship from 1959 to 1961. He had been Principal of the Ghana Library School from 1961 to 1965 and, after its transfer to the University of Ghana as the Department of Library Studies, Acting Head until 1967, when he returned to Britain to take up a Senior Lectureship at the College of Librarianship Wales. He was external examiner at the Institute of Librarianship, Ibadan, during the early 1960s, and had delivered a paper at the inaugural conference of the Nigerian Library Association in 1963. He had published numerous articles in professional journals during the 1950s and 1960s and, by the time of his arrival in Zaria in 1972, was the author of three books: Bibliography and the Provision of Books (London: Association of Assistant Librarians, 1963), Libraries and Cultural Change (London: Bingley, 1970) and Communication and Identity (London: Bingley, 1972). He held an MA from London University and the Fellowship of the British Library Association.

Initially Benge came to ABU as a Visiting Lecturer for the first term of the 1972/73 session. He was the first to arrive under the new link scheme, and the Vice-Chancellor told the Principal of the College of Librarianship Wales how pleased

he was with the visit:

> Mr Ronald Benge has been a great success as a teacher. In consultation with the Acting Head of the Department, Professor Baikie, I have a request that, if it is at all possible, Mr Benge may repeat the visit for the last term of the session, i.e. from April to June. He would not only round up the teaching but would assist in the examinations. I do not know if you have lined up /anyone else/ instead for the last term. If you have not and if there is any possibility that Mr Benge might be able to come back, quite honestly, we would prefer this ...[17]

Benge did return for the third term of the session and, on 25 April, at the request of the Vice-Chancellor, took over as Acting Head of Department from the Professor of Education.[18] On 9 February the Acting Registrar had written to him in Britain to offer him the professorship.[19] He had accepted, but his period at ABU from April to July was in the capacity of Visiting Lecturer, and he

---

17 Vice-Chancellor to F.N. Hogg, Principal, College of Librarianship Wales, 19 December 1972, Library Science file LS/1/9 "Exchange Program".

18 Vice-Chancellor to Benge, 25 April 1973, Library Science file LS/VC "Vice-Chancellor General".

19 M.S. Angulu, Acting Registrar to Benge, 9 February 1973, R.C. Benge personal file.

did not become a tenure employee of the University until September 1973 when he returned to Zaria as Professor of Library Science and Head of Department.

The Department was grossly understaffed at the start of the 1973/74 session. Mrs Zalin had left, and also L.J. Amey, a staff member in 1972/73 under the auspices of the Canadian International Development Agency scheme. Both Nigerian lecturers (Mrs Bozimo and Abdullahi Mohammed) were away on study leave, which reduced the Department to three full-time staff members in October 1973. These were Benge, Mrs Myada and Miss Rogers, and the latter was not a full-time lecturer because she was responsible for Samaru Public Library (the library operated by the Department both as a service to members of the university community and their families and other local residents and as a place in which Library Science students could gain practical experience). There was also a visiting lecturer from the College of Librarianship Wales and a part-time Nigerian staff member, a 1973 BLS graduate.

In 1971 the Vice-Chancellor had suggested to Grey-Theriot that "it might be a good idea to get one of the Nigerian chaps

you have trained on to the staff of the School as well".[20] The first group of BLS students graduated in 1971, and the first BLS student to be employed by the Department was J.S. Oke in 1973. He could not be given a permanent appointment until he had served his year under the auspices of the new National Youth Service Corps scheme for university graduates. The Department tried to get permission for him to do his service on its staff, but this was turned down, and he had to leave for twelve months in December 1974, returning in January 1976 as a full-time staff member. Another 1973 BLS graduate, S.A. Ajia, took up appointment as a Graduate Assistant on completion of his youth service in 1974. A third BLS graduate, M. Afolabi, took up appointment in 1976; a fourth, J. Agada, in 1978, and a fifth, F.C. Ekere, in 1979.

This recruitment was at junior level, but attempts to indigenise at a more senior level were also made. "As you already know", Grey-Theriot reminded the Vice-Chancellor in 1970, "we both have always leaned over backward to accommodate recruitment of

---

20 Vice-Chancellor to Grey-Theriot, 26 April 1971, Library Science file LS/VC "Vice-Chancellor General".

qualified Nigerians".[21] One source of possible recruits was in the ABU library complex but the Vice-Chancellor had mixed feelings about this because, though transfers would ease the problems of the library school, they would make problems for the libraries: "any such operation would seem like robbing Peter to pay Paul which should not appear to have official backing".[22] Thus, though a number of Nigerian and expatriate librarians received permission to transfer from the library complex to the Department between 1969 and 1979,[23] at least two other librarians who wished to transfer were discouraged from doing so.[24]

One hindrance to the employment of senior Nigerian staff was caused, according to Benge, "by university policy with regard

---

21 Grey-Theriot to Vice-Chancellor, 6 July 1970, Library Science file 17/40 "Application for Lectureship".

22 Vice-Chancellor to Grey-Theriot, 22 September 1971, Library Science file LS/VC "Vice-Chancellor General".

23 The ABU librarians who joined the Department as full-time staff were: D.T. Simons (British) in 1969; J.M.M. Grey-Theriot (American) in 1971; A. Mohammed (Nigerian) in 1971; Mrs M. Caswell (British) in 1975; A. Olden (Irish) in 1977; and B.O. Oruma (Nigerian) in 1979.

24 See Library Science file LS/VC "Vice-Chancellor General".

to appointments generally and was outside the control of the Department or Faculty (There have been applicants but they are not offered suitable grades)".[25] Disappointments were also received from applicants who were considered and then did not come; as Benge explained in response to one enquiry in 1974:

> We are certainly most anxious to recruit more Nigerian staff and I would be grateful if you would send me an official application provided that you are sure together with a curriculum vitae.
>
> I have put it this way because we have had a number of applications which have been considered and then it has emerged that they were not really serious.[26]

The small band of staff in October 1973 was reinforced by four new members during the session. The first to arrive was Dr Abdul Moid, who took up appointment as Reader in November. Moid was a distinguished Pakistani academic and librarian, having served as Head of the Department of Library Science at the University of Karachi from 1956 to 1972, as Professor of Library

---

25 R.C. Benge, "Department of Library Science, 1972-78 ...," p.2.

26 Benge to ..., 20 September 1974, Library Science file 17/40 "Application for Lectureship".

Science since 1964, and as University Librarian since 1952. He held an MALS from the University of Michigan and a Ph.D from the University of Illinois. He had contributed to the Encyclopaedia of Library and Information Science (New York: Marcel Dekker, 1968 -) and to professional journals, and was a member of the International Advisory Boards of the Journal of Library History (Tallahasee) and the International Library Review (London). Dr Moid took over responsibility for the MLS course, which was resuscitated during the session.

Cavan McCarthy and Colin Canday arrived in January 1974. McCarthy had several years experience of university library work in England, and had spent a year investigating libraries in South America, the results of which were published as Developing Libraries in Brazil (New York: Scarecrow Press, 1975). Canday, who came under the auspices of the Voluntary Service Overseas scheme, had lectured in a technical college and in a college of further education. M.I.H. Zia, who arrived in May, was the only one of the three with experience of teaching librarianship, having been on the staff of the Department of Library Science at the University of Karachi for a number of years.

A 1973 BLS graduate took up appointment on completion of his youth service, bringing the number of full-time staff up to eight for the 1974/75 session. There was also a visiting lecturer from Aberystwyth for the first and second terms. McCarthy and Miss Rogers left Nigeria at the end of the session, but the number of full-time teaching staff in October 1975 was still eight due to the transfer of Mrs M. Caswell from Kashim Ibrahim Library to the Department and the resumption of teaching duties by Abdullahi Mohammed following his three years of doctoral study leave at Northwestern University and in Nigeria. J.S. Oke returned to the staff in January 1976 and a new lecturer, M.B. Khan, took up appointment in April. The College of Librarianship Wales supplied a visiting lecturer each term.

Staffing: 1976/77 - 1979/80

Four new members of staff joined the Department in 1976/77: Michael Afolabi, a 1975 BLS graduate; Stephen Harrison, an ex-College of Librarianship Wales student who had just completed a year with Kaduna State Libraries; John Otim, the first African member of staff who was not a Nigerian; and G.T. Onadiran, an ABU graduate who returned to Zaria with an MSLS from Columbia and an

Ed.D from Boston University. By the second term the Department had thirteen full-time teaching staff, not including the visiting lecturer from Aberystwyth nor S.A. Ajia, who was on study leave at Loughborough University of Technology.

However, the most significant staffing event of the session was the replacement of the expatriate Head of Department by a Nigerian. Many African university departments have an expatriate professor and an indigenous senior lecturer as head of department; this leaves the important decisions in the hands of the indigene, as well as relieving the expatriate of much administration and leaving him free to devote his expertise to teaching and research. Library Science was one of the many departments at ABU whose headship was indigenised during the 1975-1978 Vice-Chancellorship of Professor Iya Abubakar. The new Head, Abdullahi Mohammed, had been a member of the Department's staff since 1971, a member of the University staff since 1966, and, as an undergraduate, a member of the University community since 1963. At the time of his appointment in January 1977 he was also the President of the Nigerian Library Association.

The Department had fifteen full-time staff in 1977/78, fourteen in 1978/79 (plus a visiting lecturer each term). By

December 1979 the number had risen to seventeen (see the list in Appendix D), giving a staff/student ratio of about 1:12, not far in excess of the 1:10 ratio which, according to Dean, "would be regarded as very generous in most emergent countries".[27] The number of Nigerian staff in the Department has increased from one part-time lecturer in 1968/69 to ten full-time staff in December 1979 (not including the lecturer, here since 1971, who is married to a Nigerian). Eight of the ten are graduates of ABU, five of them being BLS graduates. One of the others is a graduate of Columbia, the second a graduate of Ibadan. The three longest-serving Nigerian full-time staff have benefited from the University's generous study leave with pay scheme: two received up to three years leave to work towards their doctorates, while the third received a year in which to work for his master's degree. Of the other four BLS graduates employed two have already completed their master's degrees at ABU, while the two recruited in 1978 and 1979 are working on theirs.

So far the chair of Library Science has been held by an expatriate (Professors Grey-Theriot and Benge), while the

---

27 John Dean, Planning Library Education Programmes (London: Andre Deutsch, 1972), p.64.

Readership, filled between 1973 and 1976, was also held by an expatriate (Dr Moid). The first Nigerian to be appointed to a senior lectureship was Abdullahi Mohammed in October 1975, the second was Mrs D.O. Bozimo in October 1977. Six of the eleven staff holding lectureships in December 1979 are Nigerians (not including the lecturer who is Nigerian by marriage), as are the two graduate assistants. Of the remaining staff two are British (one professor, one lecturer), two Pakistani (one senior lecturer, one lecturer), one Irish (lecturer), one Ugandan (lecturer).

The secretarial/administrative staff have all been Nigerian. One of these, S.K. Idirisu, worked in the Department from 1968 to 1978, supplying useful continuity in times of staff changes.

Part-time staff

This account so far has concentrated on the full-time staffing strength of the Department from session to session, but the contribution of part-time staff over the years must also be acknowledged. This contribution was crucial in 1968/69, when all courses were taught by Kashim Ibrahim Library staff on a part-time basis. ABU librarians who taught full- or part-courses at various times include Mrs R.D.E. Young, J.A. Achema, Mrs M.A. Parfitt, A. Tahir,

Miss L. Reevely and S.E. Ifidon, not mentioning those who later transferred to the Department as full-time staff. The consent of successive University Librarians to their staff taking on part-time work in another department has been appreciated.

External examiners

The Department has never had difficulty in finding academics and librarians willing to act as external examiners for its students (see the list in Appendix E). The heads of three of the other four library schools in English-speaking West Africa have served, while the head of the fourth (Dr Moid of Bayero University, Kano), being a former member of the Department's own staff, has not been eligible up to now. One of the early external examiners was John Harris, then Librarian of the University of Benin, formerly Professor of Library Studies at the University of Ghana and one time Librarian of the University of Ibadan and Director of its Institute of Librarianship. One of the longest serving external examiners has been F.N. Hogg, Principal of the College of Librarianship Wales.

Research and publications

University lecturers are employed for the purposes of teaching and research, but teaching loads were so heavy in the Department's early years that little or no research could be done (indeed pressure on staff was so great at times that Diploma and BLS classes were amalgamated for certain courses). As Grey-Theriot acknowledged in 1969:

> I am afraid that the Department of Librarianship has not advanced to the research stage. All the lecturers will be so busy teaching, it will be very difficult for them to pursue any extensive research, although we encourage this aspect, but it is not a main objective.[28]

Three years later the position was much the same,[29] but, as the staff increased session by session it began to improve.

The most substantial publication to date is R.C. Benge's Cultural Crisis and Libraries in the Third World (London: Bingley,

---

28 Grey-Theriot to Mrs M.A. Parfitt, 22 July 1969, Kashim Ibrahim Library file D/Libry vol. 2 "Department of Librarianship".

29 Grey-Theriot to the Principal, College of Librarianship Wales, 4 July 1972, Library Science file LS 1/9 "Exchange Program".

1979), which is dedicated to his students and colleagues at ABU. Journals to which staff members have contributed articles include Communication (London), the Library Review (Glasgow), New Library World (London), the Pakistan Library Bulletin (Karachi), Nigerian Libraries (Ibadan), the Library Notes of the former Northern States Division of the Nigerian Library Association, and the Department's own students' publication The Library Scientist. Staff members have delivered papers at conferences of the Nigerian Library Association and of its divisions, and at the Standing Conference of African Library Schools which took place at Ibadan in 1978.

Some bibliographical work has been undertaken: General Murtala Ramat Muhammed: An Annotated Bibliography on the Post-Humous Literature (1977) by Michael Afolabi, who also compiled Library Literature on Nigeria, 1910 - 1978: A Bibliography (1979), which was based in part on work carried out by two former staff members, Cavan McCarthy and C.P. Canday. Both these bibliographies have been published by the Department in stencil duplicated format. Anthony Olden has, since 1977, compiled the "Current Bibliography of the Savanna States of Nigeria" which appears in each issue of the twice-yearly Savanna, ABU's main journal.

Much staff research has been directed towards the acquisition of higher degrees, and, so far, this has resulted in the award of three master's degrees and a doctorate: Abdullahi Mohammed's "A Hausa Scholar-Trader and his Library Collection: The Case Study of Umar Falke of Kano, Nigeria" (Northwestern University, 1978).

Departmental financing and accommodation

Nigeria's second library school was less successful than its first in securing external financial support. Ibadan received a total of £284,000 from the Carnegie Corporation of New York between 1960 and 1968, when the grant stopped.[30] ABU received nothing at all in the form of direct grants despite the efforts of the Vice-Chancellor: "the two external Foundations that normally support development of library education made it quite clear to me that there is no likelihood of support from them".[31] However, some

---

30 B.O. Aboyade, "The University Library and Related Fields," in The University of Ibadan, 1948-1973: A History of the First Twenty-Five Years, ed. by J.F. Ade Ajayi and Tekena N. Tamuno (Ibadan: Ibadan University Press, 1973), p.149.

31 Vice-Chancellor to Permanent Secretary, Ministry of Economic Development, Technical Assistance Division, 29 October 1968, Vice-Chancellor's file VC/624A.

outside aid with staffing did come over the years from Voluntary Service Overseas, the Canadian International Development Agency and the Inter-University Council. D.T. Simons, who came to Kashim Ibrahim Library in 1968 under VSO auspices, spent most of the 1969/70 session as a full-time member of the Department's staff. Miss J.A. Corran was a VSO from January to September 1971, when, on marriage, she accepted a contract. C.P. Canday served as a VSO from January 1974 to February 1976, when he accepted a contract. L.J. Amey was a member of staff under the Canadian International Development Agency scheme in 1972/73. The Inter-University Council has helped to finance the link scheme with the College of Librarianship Wales.

The Vice-Chancellor pointed out in 1968 that "the funds for running the programme would come entirely from the existing recurrent budget of the Library, and voluntary additional work by the existing staff - they have no extra accommodation and no extra resources".[32] A year later, however, the Department had its own vote out of which came the salaries of a senior lecturer and an

---

32 Vice-Chancellor to S. Ade John, Federal Ministry of Education, Lagos, 30 August 1968, Vice-Chancellor's file VC/624A.

assistant lecturer. (The salary of the third 1969/70 full-time staff member, D.T. Simons (VSO), who transferred from Kashim Ibrahim Library in the first term, continued to come out of the library vote until the end of the session.) By November 1979 the Department had a full-time academic staff of seventeen. Commenting on this growth, Benge remarked:

> The most important thing for the progress of the Department as a relatively new institution was that its early years coincided with the oil boom. This was a decisive factor since there were as in the university generally, sufficient resources to allow for fairly rapid expansion. If this had not been the case no amount of individual effort could have made any difference and the Department would have remained small.[33]

The allocation of lecture room and office accommodation has grown at a similar pace. In 1979/80 the Department has the exclusive use of two lecture rooms within the Faculty of Education and (except for the graduate assistants) each staff member has his own office.

---

33 R.C. Benge, "Department of Library Science, 1972-78 ...," pp.1-2.

CHAPTER FIVE

THE IMPACT OF THE DEPARTMENT AND THE BLS DEGREE ON LIBRARIES AND LIBRARIANSHIP IN NIGERIA

The Department and its BLS qualification caused controversy within the profession in Nigeria from the very beginning; as mentioned in Chapter 3, Ahmadu Bello University was partly to blame for this because it introduced a new qualification without consulting the Nigerian Library Association, or, indeed, many librarians outside of the Zaria area. The sharpest criticism came in an article by 'Tunji Akinyotu which appeared in the August 1972 issue of Nigerian Libraries (the official journal of the Nigerian Library Association), and at the Colloquium on Education and Training for Librarianship in Nigeria which the Department of Library Studies at Ibadan organized in 1974.

During the 1970s a number of articles appeared which, amongst other things, compared the curriculum of the Ibadan and

Zaria schools.[1] Such comparisons have their value but also their limitations; as Benge pointed out in 1973, "a syllabus is not always an accurate statement of what really happens nor can it indicate the quality of an educational experience".[2] The first of these articles, which concerned the training of sub-professional staff, was by Wilson O. Aiyepeku, a lecturer at the Ibadan school and a former member of ABU library staff. This article, together with one by Akinyotu (which appeared in the preceding issue of Nigerian Libraries), caused upset in Zaria. Akinyotu, a holder of the Ibadan post-graduate diploma and a member of its library staff, had maintained that "undergraduate programmes leading to

---

1 Wilson O. Aiyepeku, "The Training of Sub-Professional Staff for Library Services," Nigerian Libraries 8 (December 1971): 135-150.

'Tunji Akinyotu, "Training and Education of Library Personnel in Nigeria - Comments and Proposals on its Objectives and Content," Nigerian Libraries 8 (August 1972):103-116.

Adetunji Akinyotu, "A Comparative Study of Education for Librarianship in West Africa," International Library Review 8 (October 1976):493-513.

F.A. Ogunsheye, "Formal Program Development in Library Education in Nigeria," Journal of Education for Librarianship 19 (Fall 1978):140-150.

2 R.C. Benge, "Return to West Africa: Some Notes on Library Education in Africa," Nigerian Libraries 9 (April + August 1973): 100.

the BLS degree as obtains in Ahmadu Bello University has very little to recommend it and should, in fact, be discouraged".[3] Grey-Theriot sent the two articles to the Vice-Chancellor, who felt that they were part of an effort to discredit professional education at ABU:

> It is merely foolish to expect the programmes of all the Universities on the same subject to be identical ... It is not the similarity of the programmes that matter but the fact that the aim of each one of them is to educate the mind of the student to make him to ask the relevant questions and to guide him on how to get the correct answers. Whatever method you use for achieving this central objective is really immaterial and it betrays either stupidity or blindness as a result of extreme prejudice for anyone to suggest as these two articles are doing that there should be complete harmony and uniformity in the Library programmes of Ibadan and Ahmadu Bello Universities.[4]

ABU may have been unduly sensitive because, in this writer's opinion, Aiyepeku's article shows no indication of prejudice;

---

3 Adetunji Akinyotu, "Proposals for Restructuring Library Education in Nigeria," Nigerian Libraries 7 (April + August 1971): 39.

4 Vice-Chancellor to Grey-Theriot, 28 February 1972, Library Science file LS/VC "Vice-Chancellor General".

in fact he had written to the Department requesting information before writing the paper.[5] Akinyotu's article, on the other hand, was certainly prejudiced against ABU, and his next article in the August 1972 issue of Nigerian Libraries was even more prejudiced:

> We should not be deceived by the apparently greater number of courses at Zaria ... Characteristically, the Ibadan school spells out its own objective more fully and clearly ... Zaria is, as usual, not as specific as this ... As for the BLS degree programme, my arguments, already expressed in an earlier article, are further strengthened by the fact that a comparison of the courses offered for it and those for the Zaria Diploma does not show any significant difference as shown in Table III ...[6]

This article became notorious not only for its attack on ABU but also for its condescension towards public librarianship and for its phrase "the philosophy of 'service' in its literal and menial

---

5 W.O. Aiyepeku to the Professor, Department of Librarianship, Ahmadu Bello University, 19 February 1971; Grey-Theriot to Aiyepeku, 10 March 1971, Library Science file LS15/4 "Ibadan Library Studies".

6 'Tunji Akinyotu, "Training and Education of Library Personnel in Nigeria - Comments and Proposals on its Objectives and Content," Nigerian Libraries 8 (August 1972):105-106.

sense".[7] In the words of one of Akinyotu's colleagues at Ibadan, Margaret Amosu (Deputy University Librarian), "the whole paper is redolent of elitism and nowhere is there a hint even of awareness of the setting of the university library or public library in Nigeria, a developing country".[8]

The 1974 Colloquium on Education and Training for Librarianship in Nigeria

Akinyotu's onslaughts in the official journal of the Nigerian Library Association caused anxiety amongst Library Science students and staff at ABU that moves were afoot to discredit the Department and its BLS qualification. This anxiety was reinforced by what was said during and after the March 1974 Colloquium at Ibadan. At the Colloquium, which lasted five days, papers were presented by staff members from both schools and by practising librarians. In his "Critical Examination of the Curricula of Library Schools

---

7 Ibid., p.113.

8 Margaret Amosu, "A University Library in a Developing Country: Its Characteristics and Problems as Demonstrated in Nigeria" (MLS thesis, Loughborough University of Technology, 1977), p.88.

in Nigeria" J.O. Dipeolu of the University of Ife suggested that "the academic subject content of the BLS of ABU seems inadequate for employment in academic and university libraries because the needs of acquisition, reference and assistance to readers in them call for greater depth and breadth in academic subjects".[9] Speaking on "Job Specifications and Personnel Requirements in University Libraries" the Librarian of the University of Nigeria, S.C. Nwoye, suggested that the minimum qualifications for the post of Assistant Librarian should be "a first degree with at least 2nd class honours classification plus a recognised professional qualification"; he defined the latter as including the ALA, the post-graduate diploma from a recognised university, and the BLS or MLS from a North American university.[10] BLS graduates of ABU might be appointed "in the first instance" to the "super sub-professional grade" of Principal Library Assistant/High Principal

---

9 J.O. Dipeolu, "A Critical Examination of the Curricula of Library Schools in Nigeria," paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15-19 March 1974, p.7.

10 S.C. Nwoye, "Job Specifications and Personnel Requirements in University Libraries," paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15-19 March 1974, p.5.

Assistant/Higher Library Officer/Senior Library Officer.[11]

In her "New Proposals for Structure of Library Personnel and Curricula for the Various Levels or Categories" Professor F.A. Ogunsheye said that Ibadan was conscious of the increasing difficulties of fitting a professional course into one academic year; she recommended a two year Master's degree by course work, preceded by "a good liberal education, 3 years of which must have been obtained at a University". She referred to the recommendation adopted at the February 1974 Dakar meeting of directors of African library schools (to which ABU did not send a representative) to the effect that the "ultimate aim should be to offer first professional training at a postgraduate level".[12] The Colloquium passed a recommendation that "librarianship in Nigeria must move towards a post-graduate profession".[13] In an article in the

---

11 Ibid., pp.11-12.

12 F.A. Ogunsheye, "New Proposals for Structure of Library Personnel and Curricula for the Various Levels or Categories," paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15-19 March 1974, pp.26-28.

13 Colloquium on Education and Training for Librarianship in Nigeria, "Recommendations from the colloquium," 1974. (Mimeographed.)

Unesco Bulletin for Libraries later in 1974 Professor Ogunsheye wrote that "Ibadan has succeeded in persuading the profession in Nigeria that a post-graduate programme should be accepted as the normal minimum requirement for full professional status".[14]

All this was very alarming to the Zaria BLS students, who found that not only their qualification but even their presence at the Colloquium earned the disapproval of Ibadan: "It is a matter for regret that the Head of the library school at ABU considered it necessary to bring the students of ABU to defend the ABU degree programme".[15] This was a blinkered view; Benge, when Head of Department, did what he could to encourage students - future members of the profession - to participate whenever possible in such professional activities as conferences, and, through the attendance of their representatives at staff meetings, to assist with the running of the Department. Students, however, being generally younger and less mature than lecturers and librarians,

---

14 F. Adetowun Ogunsheye, "Library Education at Ibadan University, Nigeria," Unesco Bulletin for Libraries 28 (September + October 1974):265.

15 University of Ibadan, Department of Library Studies, "Report on the Colloquium on Education and Training for Librarianship in Nigeria," Nigerian Libraries 11 (April + August 1975):148.

are more likely to become over-heated, especially when they feel their future careers are threatened. After the group's return to Zaria the Society of Library Science Students formed a committee which produced a report on the Colloquium that ran to twenty-nine foolscap pages of typescript. The Committee set out to produce "an essentially unbiased and critical and objective report",[16] but the result, not surprisingly, was something less than that, as was to be expected from a Committee whose aims included the following:

> 2. To correct all doubts expressed at the colloquium about the worth of the Ahmadu Bello University Library School products in any given library situation.
>
> 7. To show that the lack of objectivity was due to the fact that most of the participants were Ibadan Products.
>
> 8. To show that there is still an attitude held by some of the participants that anything from the North cannot compete favourably with its Southern counterpart: that it is not of the same standard.

---

16 "Library Science Students, Ahmadu Bello University, A Committee Report on the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15th - 19th March, 1974," p.1. (Mimeographed.)

9. To show that the colloquium was an organized forum to bring a certain cadre of the library profession to the limelight to the detriment of the other cadres.[17]

The Committee looked into Professor Ogunsheye's concept of liberal education, decided that she meant a first degree in Arts or Science, pointed out that this was not the requirement, nor indeed the practice, in professions such as agriculture, medicine and engineering, and wondered why librarianship should be different. After all, applicants for admission to the BLS course at ABU were required to have the same entrance qualifications as applicants for other professional first degree courses at ABU and at other Nigerian universities. The Committee's report ended with a number of recommendations, including the following:

1. That a Mandatory and country-wide working committee be set up to plan out the trend which Nigerian Librarianship should follow with the papers presented by Professor Ogunsheye, Professor Benge and Dr Moid as guidelines.

2. That Librarianship should follow the line of other well established professions in the country where all the liberal Education

---

17 Ibid., p.3.

the student needs is incorporated into his course e.g. Medicine, Law, Architecture etc.

3. That the present system of offering Librarianship as a minor be discouraged. To use the one year Post-graduate Diploma programme which is equivalent to reading librarianship for 1 year out of the four years University Education is a minor.

6. That the present Isolationist attitudes by the two library schools be stopped forthwith.[18]

The Committee sent copies of its report to the vice-chancellors of Nigerian universities, to the Head of the Department of Library Studies at Ibadan, to the Director of the National Library of Nigeria and to other heads of libraries in the country. The academic staff of the Ibadan school prepared a rejoinder, which referred to the report's "glaring illogicalities and immaturity ... moreover, there are enough insinuations and innuendoes ... to make one suspect that it has the tacit approval of the faculty of the Department of Library Science at ABU". Ibadan observed that "librarianship had not yet assumed the level of homogeneity" that professions such as medicine, law and engineering which were longer established in Nigeria had achieved;

---

18 Ibid., p.28.

"moreover, one must assume that librarians know their profession better than they know other professions and therefore will feel more confident discussing international trends in their profession than in other professions." Ibadan's position was "clear and simple":

> Librarianship is essentially an applied discipline built on a strong foundation in at least one subject that has been studied for up to three years in a university. We simply do not agree that it is possible to have this strong foundation in a BLS programme, such as at ABU, whose content is three-quarters or two-thirds Library Science. In other words, the chief criticism of the BLS programme is that it does not allow the graduate to gain enough knowledge in other subjects on which professional education for librarianship is based throughout the world.

The BLS degree was a "retrograde step" for Nigeria:

> In this connection, it is very sad, that the real intention of some people among us has very often been successfully camouflaged as advocating the best for our country. When shall we learn to distinguish between those who oppose a training programme because they believe it falls short of the best for our country and those who actively support it because it is convenient for them to exploit the local situation by supporting it ? Do we not learn anything from the fact that the BLS programme at the University of Ghana, Legon, was scrapped after an uneventful five-year period ? (Incidentally, the present Head of the Library school at Zaria was the head of the Ghana library

school at the time).[19]

The University of Ghana example is neither accurate nor apt. When the Ghana Library School transferred to Legon as the Department of Library Studies in October 1965 provision was made to run two courses simultaneously: a BA General (Library Studies) Degree and a Post-graduate Diploma. Because of staffing difficulties the post-graduate course could not be implemented. A number of students who had completed their first year and passed the First University Examination in three academic subjects registered for library studies and, at the end of the 1966/67 session, ten graduated with BA General (Library Studies) degrees. Benge resigned at the end of the 1966/67 session and returned to Britain (largely for family reasons), believing that the degree course was reasonably well established.[20] However, in the words of the University

---

19 University of Ibadan, Department of Library Studies, Academic Staff, "Rejoinder to the ABU Reaction," 26th July 1974. (The quotations are taken not from the original document but from a copy mimeographed at ABU. Because of this specific page references have not been given.)

20 An undated issue of the Ghana Library Journal (vol.2, no.2, accessioned by Kashim Ibrahim Library on 28 October 1968) contains an article by Benge entitled "Library Studies as an Academic Discipline: A Public Lectured Delivered at Legon in 1967". The article stated (p.32):

of Ghana Calendar, "towards the end of the 1967-68 academic year, the Department was compelled by a combination of several factors to suspend the BA degree course, and simultaneously to start the Postgraduate Diploma course".[21] What these factors were is not specified, but the change of course was to cause a severe outback in the production of Ghanaian librarians at Legon: from ten in the 1966/67 session down to a total of ten over the whole of the following five sessions (1967/68 - 1971/72).[22] As a lesson on what is "best for our country" Ibadan could hardly have chosen a worse example. •

> Most of you know that we have an undergraduate course of mixed academic and professional subjects leading to a BA degree. (The course has now been suspended). The first graduates emerged in June, 1967. On the books (now off the ground) is a two-year post-graduate diploma.

Presumably the words in brackets were added to the text of the paper by the journal's editor, S.I.A. Kotei, after Benge had left Ghana.

21 University of Ghana, Calendar 1968 - 70, p.120.

22 The names of the ten 1967 BA General (Library Studies) graduates are listed in the University of Ghana Calendar 1968-70, p.175. Presumably those students who entered the third year of the BA General (Library Studies) course in October 1967 were transferred later in the session to the BA General course, because no Library Studies graduates are listed amongst

To return to Nigeria, the Ibadan rejoinder pointed out that:

> only university libraries are involved in this problem brought about by the introduction of the BLS degree. Public, school, national, and special libraries in the 'South' continue to absorb BLS holders without raising the problem of status for BLS and Postgraduate Diploma in Librarianship holders. The impression that 'Southern' librarians are discriminating against BLS holders is therefore misleading and mischievous.[23]

Certainly (and understandably) the ABU students' report had an element of paranoia; for example, their complaint about the National Library not wanting ABU Diploma holders was unfair. Three years earlier, acting on an enquiry from the Federal Ministry of Establishments about recruitment to the grade of Library Officer in Federal Ministries and Departments, the National Library had written to ABU to say that "at the moment your institution is the

---

the Calendar's 1968 results. The first post-graduate diplomas were awarded in 1969: three. Another three were awarded in 1970, two in 1971 and two in 1972. (These statistics are taken from the "University of Ghana" sections in the 1971, 1972, 1973 and 1974 editions of the Commonwealth Universities Yearbook, based on information supplied by the University itself.)

23 "Rejoinder to the ABU Reaction."

only one that offers training that may be acceptable for appointment to this grade. I refer in this case to the two-year Diploma course;" in reply Grey-Theriot had thanked S.B. Aje for his "splendid co-operation".[24] The Director had not been able to attend the Colloquium himself, but, on receiving the ABU students' report, he asked one of his staff to write to the Head of Department to say that he "considers on the whole the Students recommendations reasonable and would commend them for the action of all concerned so as to put the problem to rest".[25] The letter said that the Director considered the students' criticism of the National Library unfair and Benge, in his reply, agreed, going on to mention that "since a contrary impression seems to have been formed by some people I would like to take this opportunity of stressing that I personally was not involved at all with this exercise and indeed initially tried to discourage it. Even so much of what they said

---

24 S.B. Aje, National Library of Nigeria to the Director, Department of Librarianship, Ahmadu Bello University, 4 June 1971; Grey-Theriot to Aje, 15 June 1971, Library Science file 17/46 "National Library of Nigeria".

25 G.A. Oluwole, National Library of Nigeria, to Benge, 10 June 1974, Library Science file 17/46 "National Library of Nigeria".

needed saying ..."[26]

Benge wrote to the academic staff of the Ibadan school in October 1974 to acknowledge receipt of their "rejoinder" and to make his own position clear. He mentioned his initial attempt to restrain the ABU students from distributing their "report" and his belief in student participation in the affairs of the Department and of the profession. He explained that it had been necessary for the Vice-Chancellor of ABU to write to a number of employing authorities because the status of the BLS qualification had been called into question:

> It has been stated that the Colloquium was a theoretical or 'academic' exercise. This may have been so but statements and recommendations were made which had practical implications for the profession and its future. Any activity which undermines or may be seen to undermine recognised qualifications is obviously likely to be regarded as a threat by individuals who hold those qualifications or are studying for them. The politics are there to begin with; they have not been injected.
>
> It is for this reason that I have always refrained from criticising a one year Post Graduate

26 Benge to Aje, 2 August 1974, Library Science file 17/46 "National Library of Nigeria".

> Programme - whatever my personal views might be. Whereas there is evidence that it has been publicly stated both in this country and outside by members of your staff that the ABU BLS programme should be phased out. My own position was stated in Nigerian Libraries April and August 1973 and has not changed i.e. (p.99) 'I am sure that a degree of cooperation ... can be agreed between Ibadan and Zaria without the programmes having to be identical etc etc'. That is how it is elsewhere and Nigeria is a large country: there may well be other types of programme in other Nigerian universities in future.[27]

Benge ended his letter by pointing out that the Ibadan staff's reference to what had happened at the University of Ghana was not correct.

First degree and postgraduate methods of qualification: merits, demerits and possible improvements, with particular reference to ABU and Ibadan

The acrimony surrounding the Colloquium has died away, and cordial relations now exist between Ibadan and Zaria, but some of the issues raised and their implications for the planning and development of library education programmes are as relevant today as they

---

27 Benge to the Academic Staff, Department of Library Studies, University of Ibadan, 28 October 1974.

were in 1974.

The professional content of the BLS course has never been seriously challenged, nor the suitability of BLS graduates for work in public, special and national libraries. The criticism has been directed at the limited 'academic subject' content of the course and - in the opinion of the critics - the resulting unsuitability of BLS graduates for senior level posts in university libraries. The solution, in this writer's opinion, is to increase the academic content and turn the BLS from a single into a joint honours degree similar, for example, to that offered by the University of Wales. The make-up would be as follows: Library Science and two other subjects in first year (each with equal weighting), Library Science and one of the other first year subjects in second and third years (the same subject both years), resulting in a degree in which Library Science and the academic subject have equal weighting. The best students who, later on, wish to read for a master's degree could do so either in Library Science or in the academic subject of their first degree.

The Department set up a Curriculum Review Committee during the 1978/79 session and the Committee, in its deliberations, took into account the revision of examination regulations then in

progress in the Faculty of Education. The new examination regulations made provision for two principal course units in second and third years,[28] and this seemed to offer an ideal opportunity for a switch from single to joint honours. The Committee suggested changes which would streamline and compress the Library Science curriculum to fit in with such a switch,[29] and Benge wrote a paper on joint honours which concluded that "a programme of this kind (no doubt subject to minor modifications) would meet the needs of students and the profession much more than the one we have inherited".[30] The Committee's suggestions were accepted by the Department after some modifications.[31]

Joint honours, however, depends on the agreement and co-operation of a number of departments. The heads of the other

---

28 Faculty of Education, "Examination Regulations for the Three Year Degrees of ... [and] Two Year Degrees of ...," [1978]. (Mimeographed.)

29 Department of Library Science, Curriculum Review Committee, "Suggested Changes in the BLS and DLS Programmes," [1978]. (Mimeographed.)

30 R.C. Benge, "Comments on Suggested BLS Programme," [1978], p.4. (Mimeographed.)

31 Department of Library Science, Minutes of Staff Meeting of 12 December 1978.

departments in the Faculty of Education were favourably disposed towards a joint honours degree with Library Science, but the response from the Faculty of Arts and Social Science was mixed; one department said it had enough students as it was and did not want any more; another, whose students took a single honours degree, found it difficult to see how students could cope with the work load a joint honours course would involve. The suspicion was voiced that a joint honours graduate going on to make a master's degree in a subject other than Library Science might use this as an opportunity to abandon librarianship and switch to another profession. This might indeed happen in a few instances, in particular if the graduate was employed in a Nigerian university and had the opportunity of transferring from the library to a teaching department, because, since the 1974/75 review of the structure of the public service, university salary levels have been more favourable for teaching than for library and administrative staff. However, if library salaries and promotion opportunities are satisfactory there will be little or no incentive to leave the profession. Discussions with various departments on a joint honours degree with Library Science are still in progress.

Having considered the BLS method of qualification it is now time to look at the alternative, the postgraduate approach of the Ibadan school. The increasing difficulties involved in cramming a professional course in librarianship into one academic year have long been recognised. In a 1975 paper on the future of professional education in Britain the Director of the Postgraduate School of Librarianship at the University of Sheffield, Professor W.L. Saunders, foretold that "the time is coming when we shall have to recognise that however high the academic calibre of our postgraduate students ... one year of postgraduate study is simply not enough time in which to cover the wide ranging and increasingly complex field of study that makes up present day library and information science ... The target should be a two year course".[32] In her 1974 doctoral thesis Mrs Obi, "realizing the inadequacy of a single year for basic professional education ... recommended that the first professional qualification be a two year masters degree".[33]

---

32 W.L. Saunders, "Professional Education: Some Challenges for the Next Decade," in Essays on Information and Libraries: Festschrift for Donald Urquhart, ed. Keith Barr and Maurice Line (London: Bingley, 1975), p.157.

33 Dorothy S. Obi, "The Curriculum Needs of the Sub-Saharan African Library School" (Ph.D thesis, University of Pittsburgh, 1974), p.643.

In 1974 also Professor Ogunsheye remarked that "the one year course is in danger of becoming a crowded crash programme", and suggested its replacement by a two year master's degree by course work.[34] A three year "academic" primary degree followed by a two year professional master's programme would certainly produce highly qualified entrants to the library profession but, equally certain, it would produce very few. The great drawback of the postgraduate approach to qualification in Africa is that it does not produce enough librarians, because employment opportunities for graduates are such that, for most, there is little incentive to devote a year to postgraduate studies before starting one's career. There is even less incentive to devote two years to postgraduate studies, as no doubt the Department of Library Studies at the University of Ghana realised when, in the late 1960s, it shortened the postgraduate diploma course which it had introduced from two years to one.[35] The situation is exacerbated in Nigeria by the fact that graduates must devote the twelve months after the completion of their course to work under the auspices of the

---

34 F.A. Ogunsheye, "New Proposals for...," pp.26-27.

35 Dorothy S. Obi, "The Curriculum Needs ...," p.428.

National Youth Service Corps scheme; until they do this they cannot register for postgraduate studies. A three year first degree, a year's NYSC and a two year master's add up to six years before a proper salary can be earned; this is surely unrealistic and not likely to do much to resolve the profession's manpower needs.[36]

By 1976/77 the majority of students in the postgraduate class at Ibadan were registered for the MLS rather than for the Diploma. Both groups took many courses in common, but the Diploma students finished in June, while the MLS students continued

---

36 Even more unrealistic is the "contention" by S.A. Ajia, an ABU lecturer, that "if and however it is finally agreed that library education in Nigeria should be offered at the graduate level, then it should be at the post-master degree level. This change will thus consist of:

a. a bachelor's degree in non-library science subject obtainable at the end of either three or four years of study in a university or similar institution; followed by

b. a master degree in non-library science subject obtained after one or two years of independent study in a university; and then

c. a master degree in library science to be obtained within two years of guided study.

"Library Education in Nigeria: A Study of Factors That Influenced its Development" (MA thesis, Loughborough University of Technology, 1977), p.152.

on until the end of the session's twelve calendar months.[37] A footnote in the 1976-77 Prospectus states that "from 1977-78 session, MLS Course will last two years, the first three terms being the PGDL Course".[38] However, the University of Ibadan Calendar 1978-79 lists twenty-four MLS graduates for 1978,[39] which means that the 1977/78 master's course lasted for one calendar year, not for two academic years. A 1978 article by Ogunsheye[40] and a 1979 article by another member of the school's staff, Briggs C. Nzotta,[41] both refer to the new MLS at Ibadan as a one calendar year course.

---

37 Briggs C. Nzotta, "The Postgraduate Librarianship Class of 1977 at Ibadan," International Library Review 11 (January 1979):114.

38 University of Ibadan, Department of Library Studies, Prospectus 1976-77, p.32.

39 University of Ibadan Calendar 1978-79, p.429.

40 F.A. Ogunsheye, "Formal Programme Development ...," p.148.

41 Briggs C. Nzotta, "The Postgraduate Librarianship Class ...," pp.113-114.

The switch from the postgraduate diploma to the MLS came at a time when the Ibadan school was finding it increasingly difficult to attract students. In a 1974 article Ogunsheye could say that "Ibadan University has found no difficulty in finding candidates for its student admission exercise";[42] in his 1979 article Nzotta found it disturbing to note that

> less than half the applicants for admission to the Postgraduate course offered places do actually take up these places. For instance, in the 1975-6 session 71 applicants were offered admission to the PGDL course but only 19 eventually registered for the course.
>
> In the 1976-7 session ... 56 applicants were offered places on the PGDL and MLS courses but only 22 turned up.[43]

In a 1977 paper on training and deployment of librarians in Nigeria the Director of the National Library, who is also an Associate Lecturer at Ibadan, referred to the difficulties over intake which the school was experiencing; in his opinion, if more Nigerian librarians were to be produced, "the most concrete

---

42 F. Adetowun Ogunsheye, "Library Education at Ibadan ...," p.266.

43 Briggs C. Nzotta, "The Postgraduate Librarianship Class ...," p.114.

and practical proposal that appears relevant at this stage is to improve the first degree course, the type of which is offered by the Ahmadu Bello University and I submit that this will be the eventual solution to the problem".[44] He suggested extending the degree course from three to four years.[45]

Other recent developments in library education in Nigeria and their implications for the Department

Nigeria's third university-based library school, at Bayero University, Kano, admitted its first students in 1977/78; its fourth, at the University of Maiduguri, received its first intake in 1978/79. Maiduguri offers a BLS course and Kano, which started with a two year non-graduate Diploma, intends to offer a joint honours programme in librarianship in 1980/81. Thus three of the four Nigerian universities producing librarians at the start of

---

44 S.B. Aje, "Training and Deployment of Librarians in Nigeria," paper presented at the Conference on Professionals in Government Services, Dakar, 7-9 June 1977, pp.7, 13.

45 The Director went on to mention a paper he was preparing on his proposition for a four year course. A request for a copy of this paper was sent to him on 16 November 1979, but no reply was received.

the 1980s will offer a first degree programme as the basic professional qualification. This is directly at variance with what Ogunsheye predicted would be the trend in 1976 and 1978 articles:

> It can therefore be assumed that the future trend indicates the development of courses at two levels - postgraduate for the full professional and undergraduate for the para professional. These two categories will form the bulk of professional manpower for African Librarianship in the next century.[46]
>
> Both the PGDL and the BLS will be phased out when there are more graduate candidates with good first degrees available and when the educational requirements of the society become more sophisticated.[47]

The other recent development is the introduction of the Nigerian National Diploma in Library Studies. In August 1978 the National Board on Technical Education requested the National Library to

> arrange for a panel to draw up a suitable curriculum for training in Library Science at N.N.D. level following a representation made on the matter in view of the acute shortage of trained library personnel in the country. Such a curriculum will be

---

46 F. Adetowun Ogunsheye, "The Future of Library Education in Africa," Libri 26 (December 1976):269.

47 F.A. Ogunsheye, "Formal Programme Development ...," p.149.

submitted first to the Programmes Evaluation and Certification Committee of the Board and, if accepted, will be used for establishing courses in polytechnics.[48]

The Director of the National Library set up a Committee under the chairmanship of H.A. Odetoyinbo, Deputy Librarian, University of Lagos, giving it the following terms of reference:

(a) To draft a curriculum suitable for a National Diploma in Library Studies in Nigeria to be based in Polytechnics for a total duration of 48 months made of 30 or 36 months of full-time studies plus 18 or 12 months practical work for industrial experience by attachment to suitable libraries.

(b) To propose a programme of practical experience for industrial experience by attachment to various libraries during the course, with a list of suitable libraries.

(c) To examine the supply of available/potential teaching and instructional staff in and around selected polytechnics.[49]

---

48 S.B. Aje, Director, to A.O. Olafioye, Principal Librarian, National Library of Nigeria, 22 February 1979, reproduced as Appendix A of the "Report of the Advisory Committee on Nigerian National Diploma in Library Studies Submitted to the Director, National Library of Nigeria, Lagos, July 1979," p.25. (Mimeographed.)

49 "An Address of Welcome by the Director, National Library of Nigeria, Mr. S.B. Aje," reproduced as Appendix B of the "Report of the Advisory Committee on the Nigerian National Diploma ...," p.28.

In his address to the Committee members the Director referred to the Nigerian National Diploma as "a kind of national experiment ... the Librarian should not lose time in working with the idea so that it may be fully developed, which can only happen if it is tried".[50] The Committee, in its report, said it was "clear that the existing university programmes can hardly meet the personnel requirements of the various types of libraries in the country";[51] it recommended that, to start with, not more than three polytechnics/colleges of technology should introduce such a course. In October 1979 the College of Technology, Owerri, was the first to do so.

The introduction of the Nigerian National Diploma may well produce more librarians, but they are likely, in this writer's opinion, to be disgruntled librarians. For twenty years education for librarianship in Nigeria has been in the hands of the universities, and if, as the Committee claims, the existing university programmes are not meeting the profession's manpower requirements, then surely the solution is to encourage some of the other nine

---

50 Ibid., p.29.

51 "Report of the Advisory Committee on the Nigerian National Diploma ...," p.5.

universities to introduce BLS type courses ? The basic qualifications which the Committee recommends for entry to the Nigerian National Diploma course are four credits in the West African School Certificate or its equivalent. These qualifications are less than those required for admission to the two year non-graduate Diploma course at ABU. A Diploma holder progressing without a break to the BLS course would, after a total of five years, receive an 08 level salary on employment as an Assistant Librarian in a Nigerian university. Yet, by implication from the remarks of the Vice-Principal of Yaba College of Technology, Y.A. Grillo, the holder of the four year Nigerian National Diploma in Library Studies would receive the same salary: "holders of the Higher National Diploma and the new Nigerian National Diploma in Engineering and allied fields are now placed on Grade Level 08 similar to University Graduates".[52] If this happens it is certain to cause uproar within the profession. The status of Nigerian National Diploma in Library Studies holders

---

52 "An Address Given by Mr. Y.A. Grillo - Vice-Principal Yaba College of Technology Lagos on Behalf of the Principal of the College," reproduced as Appendix C of the "Report of the Advisory Committee on the Nigerian National Diploma ...," p.34.

seems bound to be controversial; any, for example, who apply for places on master's courses at ABU or Ibadan are likely to be in for a disappointment, if the reaction of the majority of staff at both schools is anything to go by.[53]

The employability of librarians produced by the Department, and their acceptability for courses in other universities

As mentioned in Chapter 2, the approval which the National Universities Commission gave in 1967 to the establishment of a library school at ABU was based, according to Grey-Theriot, "on the needs /of/ firstly, Northern Nigeria".[54] The contribution of the Department in providing qualified staff to establish and expand libraries in this part of the country has been immense, while its contribution in providing staff for libraries in the rest of Nigeria has also been significant - and would be more so but for

---

53 Department of Library Science, Minutes of Staff Meetings of 30 May and 13 December 1979; the opposition to the Nigerian National Diploma in Library Studies which was expressed during the 1979 Conference of the Nigerian Library Association by the Head of the Department of Library Studies at Ibadan was mentioned at the 13 December staff meeting.

54 Grey-Theriot to the Secretary, Development Committee, Registrar's Office, 10 January 1969, Vice-Chancellor's file VC/624A.

the seeming reluctance of the University Libraries of Ibadan, Ife, Lagos and Nigeria (Nsukka) to employ BLS graduates. The early acceptance of the ABU Diploma by the National Library of Nigeria has been mentioned earlier in this chapter, and its "open door recruitment policy" for BLS graduates was emphasised in 1974.[55] The British Council told students in 1973 that it would be "advertising two posts one in Kano and one in Lagos in approximately two months' time and will hope to have applicants from the ABU Department of Library Science".[56] The Librarian of the International Institute of Tropical Agriculture, Ibadan, asked the Head of Department to recommend a BLS graduate to fill a post in 1973.[57]

---

55 Chief A.O. Odeleye, National Library of Nigeria, to the Vice-Chancellor, Ahmadu Bello University, 15 July 1974, Library Science file 17/11 "Qualification and Grades".

56 Russell Bowden, Librarian, The British Council, to Acting Head of Library Science, Ahmadu Bello University, 7 March 1973, Library Science file LS 3/9 "British Council".

57 S.M. Lawani, Librarian, International Institute of Tropical Agriculture, to the Head of Library Science, Ahmadu Bello University, 23 March 1973, Library Science file LS/ENQ "Enquiries".

Unfortunately the Department does not attempt to keep a record of the progress of the librarians it produces after they leave ABU. However, from J.A.F. Akhidime and E.O. Ejiko's Who's Who in the Nigerian Library World (Zaria: Kashim Ibrahim Library, 1978) and from information received from the Department's ex-students working in the Zaria area, it is possible to say that BLS graduates have been employed by Ahmadu Bello University, Bayero University, Kano, and the Universities of Benin, Calabar, Ilorin and Maiduguri; by Kaduna and Kano Polytechnics, Bauchi College of Arts and Science, Murtala College of Arts, Science and Technology (Makurdi), Kwara State College of Technology, the College of Science and Technology, Port Harcourt, and the Federal College of Technology at Bida; by Bauchi, Bendel, Benue, Borno, Cross River, Gongola, Kaduna, Kano, Ondo, Oyo and Plateau State Library Services; by the National Library of Nigeria, the Nigerian Army, the British Council, the Petroleum Institute (Warri), the International Institute of Tropical Agriculture (Ibadan), the Geological Survey (Kaduna), the Medical Research Institute (Lagos), the Institute for Trypanosomiasis Research (Kaduna) and the Department of Veterinary Research (Vom). This list does not attempt to be complete, but simply to indicate the impact the

Department has had on the staffing of libraries in Nigeria during the 1970s.

To turn from the employability of librarians produced by the Department to their acceptability for higher courses of study, Diploma holders with "credit" (60% and over) are accepted for the BLS course at Maiduguri as well as for the course at ABU. Some Diploma holders have also been accepted (without "A" levels) for degree courses at other universities; for example, one is presently at Aberystwyth reading for the B.Lib of the University of Wales. Universities which have accepted BLS graduates for master's degrees include Loughborough, Michigan (Ann Arbor), Pittsburgh, Sheffield and Wales. A Zaria MLS graduate is presently reading for a doctorate at the University of Indiana.

CHAPTER SIX

THE DEPARTMENT AND THE PLANNING OF LIBRARY EDUCATION PROGRAMMES ELSEWHERE IN AFRICA: SOME COMPARISONS

At the end of the 1950s no formal library education programme culminating in a professional qualification was available in any English-speaking African country, with the exception of Egypt and South Africa; that is (giving some countries their post-independence names), in Botswana, Ethiopia, Gambia, Ghana, Lesotho, Liberia, Malawi, Mauritius, Namibia, Nigeria, Sierra Leone, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. By the end of the 1970s librarianship was being offered at various levels by universities or university colleges in eight of these countries: Botswana, Ethiopia, Ghana, Nigeria, Sudan, Swaziland, Uganda and Zambia. The schools ranged in age from Ibadan, which admitted its first students in 1960/61, to the University College of Botswana, which admitted its first group in 1979/80. The courses and qualifications offered in 1979 were the Ph.D (Ibadan and Ghana); the M.Phil (Ibadan); the MLS

(Ibadan and ABU) and MA (Ghana); the postgraduate Diploma (Ibadan, Ghana, Makerere); the BLS (ABU and Maiduguri) and BA in Library Science and Archives (through the medium of Arabic at Omdurman University, Khartoum); librarianship as a subsidiary or minor component in a first degree course (Zambia, ABU, Maiduguri, Addis Ababa); the two year non-graduate Diploma (Makerere, Zambia, ABU, Ibadan, Kano, Botswana);[1] and the sub-professional Certificate course lasting one academic year or less (Makerere, Ghana, the University of Khartoum, Botswana).[2, 3, 4]

---

1 There is also the two year part-time Diploma offered by the University of Addis Ababa, with classes held during the eveninge.

2 There are also programmes at the University College of Swaziland, presumably at certificate and possibly at non-graduate diploma level.

3 There are also certificate programmes run by non-university institutions such as Kaduna Polytechnic.

4 Some of this and other information in this chapter is taken from Dorothy S. Obi "The Curriculum Needs of the Sub-Saharan African Library School" (Ph.D thesis, University of Pittsburgh, 1974); from S.A.H. Abidi "Research and Professional Programmes at the Library Training Centres in Eastern Africa," paper presented at the Standing Conference of the Association of Library Archives and Documentation Schools in Africa, Ibadan, 3-10 May 1978; and from "Library Education: Information on Library Schools in Africa," SCAUL Newsletter, June 1979, pp.1-3.

If a school's success can be measured by the number of librarians it has produced and by the size and measure of indigenisation of its staff, then Ibadan and ABU are the two most successful schools in English-speaking Black Africa. Both, in their different ways, have contributed immensely to the development of librarianship in Nigeria, and the lessons to be drawn from their successes and failures have implications for the planning and development of library education courses elsewhere in Africa. This chapter discusses the implications of the Department of Library Science at ABU.

The basic professional programme

The merits and demerits of first degree and postgraduate methods of qualification have already been discussed, and the joint honours BLS type degree put forward as the best basic professional programme for African library schools. In this way, from the beginning of a student's period at university, professional studies are combined with what the International Federation of Library Associations termed "general studies" in its 1976 Standards for Library Schools. These Standards "strongly recommended that the education of librarians and information scientists should

extend into the post-graduate zone"; by "education" IFLA meant a higher degree in library science, although, in this writer's opinion, there is surely no reason why education should not equally mean a higher degree in the academic subject of the joint honours primary degree. IFLA recognized that "in certain national contexts" its recommendation "is not a reasonable prospect as library education begins to develop".[5] If IFLA is implying that all professional librarians should aim to possess a higher degree then this writer strongly disagrees. An ambitious BLS graduate might opt to take a master's degree as one way of proving his fitness for a senior post, but to expect all librarians to possess two degrees is to foster qualification escalation of the worst order; no doubt the highest international standards would be achieved, but by the few for the few - by a tiny professional elite serving university lecturers and postgraduate students and ignoring everyone else.

Ghana, Ibadan and Makerere are the three schools offering the postgraduate diploma/MLS as their basic professional programme.

---

5 International Federation of Library Associations, Standing Advisory Committee, Section of Library Schools, "Standards for Library Schools," 1976, pp.12-14. (Mimeographed.)

The effect which the switch from first degree to postgraduate diploma had on the production of librarians at the University of Ghana has been mentioned in Chapter 5, as have Ibadan's difficulties in attracting postgraduate students in recent years. Makerere instituted its postgraduate diploma in 1976, so it is really too early to judge, but the school only produced two librarians by this method in 1976/77.[6]

Supporters of the alternative approach, the first degree, include the 1978/80 President of the Nigerian Library Association, O.O. Ogundipe, who, when Librarian of Njala University College, suggested that "what would seem most suitable for Sierra Leone would be an honours degree with librarianship as the major subject or as one of a two-subject combination";[7] and the Director of the National Library of Nigeria, S.B. Aje, already quoted in Chapter 5.[8]

---

6 Interview with John Otim, former member of Makerere staff, Zaria, 17 January 1980.

7 O.O. Ogundipe, "Education for Librarianship in Sierra Leone: the need," Unesco Bulletin for Libraries 29 (May - June 1975): 154.

8 It must be admitted that the Director's attitude may have modified between 1977 and 1979, as his assistance in the promotion of the Nigerian National Diploma in Library Studies would seem to indicate.

African schools which have followed ABU in adopting the first degree as the basic professional course are Maiduguri, which started off with its BLS in 1978/79, and Kano, which will admit its first students to a joint honours course in 1980/81.[9]

Non-graduate certificate and diploma programmes and opportunities for progression to degree programmes

Universities and university colleges are not always considered to be the most appropriate places for the provision of non-graduate education and training, although in most countries they do so. This may be because of a lack of other suitable institutions, or because of the prestige which a university course confers. It must be remembered, however, that students who take such university courses are not necessarily less able, less gifted or less suited for a professional career than their contemporaries reading for first or second degrees; they have been, as often as not, simply less fortunate in the educational opportunities which came their way. If this is accepted it follows that provision must be made

---

9 Interview with Dr A. Moid, Head, Department of Library Science, Bayero University, Kano, Zaria, 15 January 1980.

for those who do well on such programmes to progress up the educational ladder; this progress is facilitated if the non-graduate course includes the study of an academic subject, which should be taught by a staff member from the relevant department. The Diploma programme ABU introduced in 1968 had no academic subject content (it still has none), nor was provision made for the progress of the better students on to the degree programme, but this second omission was put right when the Department re-thought the position in 1972 and 1973, as has been related in Chapter 3.

Benge, in his 1976 recommendations for library education in Botswana, Lesotho and Swaziland, said that "the education circumstances in these countries are such that the 'ladder' principle should obtain from the most junior level".[10] The new Department of Library Studies at the University College of Botswana admitted its first students in 1979/80 to non-graduate certificate and diploma programmes. Provision is made for those

---

10 R.C. Benge, "Report on a Visit to Botswana, Lesotho and Swaziland 13th January - 3rd February 1976," Zaria, p.29. (Mimeographed.)

who pass the one year Certificate with Credit to proceed to the two year Diploma. Apart from a "communication skills" course in English and Setswana the Certificate syllabus is entirely devoted to library studies. The first year of the Diploma also includes a course in communication skills, the second year includes one subject to be chosen from those offered at the university's "year 1 level", for example History, Human Geography, or Sociology.[11] If a degree programme in library studies follows, as it presumably will, and the programme is a joint honours one, then a student should be able to take the academic subject of his second Diploma year up to first degree level - and beyond it to a master's degree in a few cases. Such an approach reduces the repetition which students would otherwise face at the various stages, while also permitting those with "O" and "A" levels (or equivalent) to enter at diploma or degree course level.

Non-graduate programmes are run by Ibadan and Ghana, the two schools which, since the 1960s, have advocated that the basic

---

11 University College of Botswana, Faculty of Humanities, "Proposal for the Introduction of Two New Courses: Certificate in Library Studies /and/ Diploma in Library Studies," 6pp. (Mimeographed.)

professional qualification should be at postgraduate level; true to their philosophy of library education neither does anything to assist their better non-graduate students to progress to higher qualifications although, ironically, there have been times when both schools would have found it difficult - or impossible - to justify their staff establishment or even their very existence but for the presence of the non-graduates. Ghana, for example, had a senior lecturer and a lecturer on its establishment in 1971/72, plus two vacant posts.[12] It awarded two postgraduate diplomas and eight certificates in librarianship at the end of that session.[13] As Francis K. Dzokoto maintained in the December 1972 issue of the Ghana Library Journal:

> the government is wasting funds to maintain the Department. One of the Lecturers of the Department has rightly affirmed this. He stated that 'Ghana is really rich to maintain a whole Department to train just a handful of Librarians' ... In the long run, it might be cheaper to send these handful of students to other countries to do the course.

---

12 Commonwealth Universities Yearbook 1973 (London: Association of Commonwealth Universities, 1973), p.1139.

13 Commonwealth Universities Yearbook 1974 (London: Association of Commonwealth Universities, 1974), p.1194.

Dzokoto also wondered about the Certificate programme, and the lack of a future for those who took it: "After all, who wants to be a Library Assistant for life ?"[14]

The Makerere situation is somewhat different. Unlike ABU and Ibadan where the entry qualifications for the diploma are five "O" levels (or equivalent) the requirements for the East African School of Librarianship's Diploma are two "A" levels, which means that Diploma students could, if they chose, read for a first degree instead. On completion of the programme they find their career prospects restricted because of their non-graduate status. What they require is a "topping up" period of one or two years culminating in a university degree. Well aware of this, the Director of the School said in 1978 that "an avenue may be provided to them for academic and professional advancement if the Universities of Makerere, Dar-es-Salaam and Nairobi agree to accept these diploma holders for academic degree courses and give them allowance of two or at least one year rebate since they have already spent two years at the University".[15]

---

14 Francis K. Dzokoto, "Library Education in Ghana: A Critical Survey," Ghana Library Journal 4 (December 1972):43-44.

15 S.A.H. Abidi, "Research and Professional Programmes ...," p.11.

Makerere also runs a six-month Library Assistant's Certificate course, and those who pass with distinction can progress to the Diploma.[16]

Librarianship as a subsidiary or minor component in other degree programmes

This is generally intended to equip Education students with the expertise to develop libraries in the schools in which they will teach after graduation. Unfortunately, in the short experience of ABU and in the longer experience of Addis Ababa, most of the products are given full-time teaching duties and, as a result, school libraries are not developed.

Addis Ababa University (formerly Haile Sellassie I University) first offered Library Science at subsidiary level to BA and BSc (Ed) students in 1968/69. In 1974 Mrs Obi reported that most of the graduates were full-time teachers, while in 1978 Abidi found that almost none of those who had graduated with

---

16 East African School of Librarianship, Handbook, 1976-77, p.23, as referred to by Justin N. Kiyimba, "The East African School of Librarianship: Its Contribution to Library Development in Africa," Unesco Bulletin for Libraries 32 (January - February 1978):263.

Library Science at subsidiary level were employed in the library profession. Partly because of this, partly because in its ten years of existence the department had never had more than one full-time member of staff, it was decided to merge it with another Addis Ababa lightweight, Audio-Visual Education, to form a new Department of Educational Technology, Library and Information Science.

The Department of Library Studies at the University of Zambia, which admitted its first students in 1968, is in a stronger position; in 1978 it had a senior lecturer and two lecturers on its staff. However, its students who graduated with BA or BSc with Library Studies cannot be regarded as professional librarians because the professional component in their programme only amounted to one quarter of the curriculum in second, third and fourth years. In 1978 Abidi reported new regulations under which Library Studies could be taken as a major by BA students. He also mentioned that not all BA with Library Studies students were interested in librarianship, because, on graduation, some joined other professions.

Ethiopian and Zambian experience would seem to indicate that to offer librarianship as a subsidiary component of a first degree programme does little to advance library development, although it ought, of course, to implant an appreciation of the importance of

libraries in those who take the course. As mentioned in Chapter 3, ABU has offered Library Science as a subsidiary to Education students for the last five sessions, but few students have enrolled, and, on graduation, the majority of these appear to be given full-time teaching work. Perhaps the need for teachers is so great that it is unrealistic as yet to expect a school to afford the "luxury" of a graduate devoting a half or even a third of his working hours to developing a library.

Liaison with the profession and with the professional association

ABU's introduction of a new library school and a new qualification without consulting the Nigerian Library Association might well serve as an example of how not to proceed. Had the University liaised with the NLA much of the rancour of the early years might have been avoided; on the other hand, it must be admitted that with such liaison the BLS programme might never have got underway, because, at the time, the NLA was dominated by librarians holding other types of qualification who might not have been sympathetic to the first degree method. Harmonious relations, however, were gradually established, and the present Head of Department, Abdullahi

Mohammed, served as the Association's President from 1975 to 1978.

Because of Nigeria's size, population and stage of development, a diversity of qualifications is possible, and squabbles about their various merits and demerits are not as damaging as they might well be elsewhere. In general, however, any institution contemplating the introduction of a library education programme is well advised to liaise with the profession and the professional association before taking action. If the association has the power (which the NLA does not) to accredit the programme, then the institution would have no alternative but to seek its approval.

Finances

ABU is an example of a library school which was established without any direct financial assistance from outside, unlike Ibadan, which received Carnegie money, or Makerere and Dakar, which were supported by Unesco. One advantage of starting without outside aid is that, when the aid runs out, one does not have to worry about whether one's parent institution will take over the burden.

A university-based Department of Library Science is, like other departments within the university, dependent upon the continuing financial support of its parent institution, which in turn is dependent on the government for the greater part of its income. Many of its students will depend on government scholarships or on the salaries paid by the libraries (themselves supported by public funds) which release them under in-service training schemes. A country's economic situation will thus have an influence upon education for librarianship as well as on the maintenance and expansion of the libraries in which the student librarians will afterwards work. As Benge pointed out in 1979 (see Chapter 5), the growth of the Department at ABU owes a great deal to the Nigerian oil boom of the late 1960s and early 1970s. The government poured money into education, and much of this money was spent on establishing and expanding educational institutions in the less-developed north in an attempt to correct the imbalance within the country. For example, total student enrollment at Ahmadu Bello University increased by 800% between the University's fourth year of existence and its fourteenth: from 956 in 1965/66 to 7651 in 1975/76. The new universities and colleges needed librarians, and it was to these - rather than to public and special libraries -

that the majority of ABU Diploma and BLS graduates went to work.

Rather than expire, or amalgamate with another department as at Addis Ababa, a library school whose continued existence is being questioned because of its small student population might learn from the example of Ghana, where the Department of Library Studies became the Department of Library and Archival Studies in 1974. This was the result of the school's selection by Unesco as a regional centre for archival studies, which led to a welcome injection of capital, students and staff. The school's stagnation in the years previous to this can be attributed in part to the state of the Ghanaian economy and to the fact that the country already had a good number of professional librarians - those who had qualified in Britain or through the 1961-65 Ghana Library School.

Staffing

Like Ibadan, the ABU Department had no full-time teaching staff in its first year of operation. Both schools survived this experience, as did their students, but other institutions introducing library education programmes would be better advised to

follow the example of Maiduguri, where full-time staff were recruited and at work before courses commenced. Ideally a head of department should be appointed a year before a programme is due to start; this would give him the opportunity to recruit staff, plan the syllabus (adapting it as much as possible to local conditions), liaise with other departments, order books and participate in the selection of applicants for admission before those selected arrive on campus at the beginning of session.

The ideal seldom happens, and staffing is likely to be the greatest problem which a new school will face. Dean, writing in 1972, found it "unfortunately true to say that in many areas criteria for appointment to the staff of a library school has in the past resembled those which the infantry applied to its recruits in World War II, 'if he's breathing, sign him on'";[17] these criteria still manifest themselves now and again.

The availability of staff to man a new library school in an English-speaking Black African country, and the indigenous/expatriate ratio of such staff depends on many factors, prominent

---

17 John Dean, Planning Library Education Programmes (London: Andre Deutsch, 1972), p.56.

amongst which are the stage of development of the country as a whole and of that part of the country in which the school is sited. Unless the country has a school already, it is unlikely that any indigene will have experience of teaching librarianship, however advanced his academic/professional qualifications in the subject may be. University institutions tend to be less familiar with professional than with academic programmes and qualifications and may be unwilling to offer a practising librarian a sufficiently attractive salary scale to attract him to a lectureship; by not accepting a librarian's years of post-qualification working experience as a substitute for the degrees normally required of academics an institution deprives its students of a staff member whose teaching ought to have a particular relevance for them.

Expatriate assistance has been discussed at length elsewhere,[18] and it only remains to say that at present and for some years to come a new library school in an English-speaking Black African country would be likely to need non-nationals to fill at least some of the positions on its staff. In the early years a

---

18 See, for example, Planning Library Education Programmes, pp.118-123 and Anthony Olden, "Expatriates," Library Review 28 (Winter 1979):247-253.

link scheme - such as the ABU/College of Librarianship Wales link scheme described in Chapter 4 - can be of great assistance. The ultimate aim, of course, must be a staff composed entirely or almost entirely of its own nationals, but this can take a decade or longer to achieve, depending on a school's particular circumstances; to take just one example, indigenous staff may leave to take up senior library positions or top government jobs, leaving a gap which was thought to have been permanently filled. One way for a school to indigenise is to recruit the best students onto the staff as graduate assistants and then give them generous study leave to read for higher degrees either at home or abroad. A situation can result when, for a time, the school is manned entirely by non-nationals because all the indigenous staff are away on study leave, but this is all for the best in the long run.

National and regional schools

The approval which the National Universities Commission gave to the establishment of a library school at ABU, based "on the needs /of/ firstly, Northern Nigeria; secondly Nigeria; thirdly West

Africa; and lastly Africa",[19] has already been referred to. The needs of Nigeria have been well served by the Department, but the needs of other African countries have not. Adding together the numbers of Diploma, BLS and MLS graduates up to, and including 1979, one arrives at a total of 528; of these two were Asians, two Europeans, 501 Nigerians and twenty-three were from other African countries. Thus the Department has produced over twenty Nigerian librarians for every one non-Nigerian African librarian. Though no financial assistance has been received from elsewhere on the continent it could still be argued that a library school in Black Africa's leading country ought to have done more to produce librarians for other, less developed, countries.

What, then, should countries with smaller populations and less resources do to ensure library education for their nationals ? The days for sending people to Europe and North America for courses at less than higher degree level have surely passed, but not every country will be able to afford, or indeed will need - for the present at least - a library school of its own producing librarians

---

19 Grey-Theriot to the Secretary, Development Committee, Registrar's Office, 10 January 1969, Vice-Chancellor's file VC/624A.

at first degree level. To set one up before the need exists is a mistake, as the experience of Ethiopia - a country which, in the 1960s, had a huge illiteracy rate, no public libraries and hardly any qualified librarians - seems to indicate. The Ghana Library School and the Ibadan Institute of Librarianship were established in the wake of ten years of rapidly accelerating library development in Ghana and in parts of Nigeria, while ABU, though situated in an area which lacked Western-style libraries, was very much aware of their importance and of progress in the rest of the country.

ABU's awareness was due in part to the 1963 Sharr report. Similarly the Lancour, Harrison and Benge reports were the stimulants for the establishment of the Ibadan, Ghana and Botswana schools. This sort of preliminary investigation and planning seems essential, because it is foolhardy to establish a school without some idea of the manpower requirements it should aim to meet.

Until a country reaches a stage of development which justifies the setting up of its own library school it has no alternative but to send its people to another country for their professional education. The small number of non-Nigerian African librarians produced by ABU during the 1970s shows that this might

not be as easy as one might imagine it should be on the continent. A school set up to serve a number of countries might solve the problem, and the school at Dakar - to judge from the evidence in Mrs Obi's doctoral thesis - seems to be doing so for Francophone Africa, but this may be because the Francophone block is as much - or more - French than African. Political differences seem to have more effect on regional institutions set up by English-speaking African countries. The flow of students to the East African School of Librarianship at Makerere was curtailed during the 1970s because Kenya and Tanzania were no longer prepared to send their students to Uganda. According to L. John Harris, a British lecturer who was Director of the Unesco-sponsored course for library assistants held at Kenya Polytechnic in 1974:

> The history of institutions designed to serve more than one country on a regional basis is depressing. The successful library school is one founded on a firm national footing and able from this secure basis to offer additional programmes and facilities which attract students from outside the national boundaries.[20]

---

20 L. John Harris, "Library Education in Developing Africa," Maktaba 2 (1975):64.

Conclusions

1. A joint honours degree in librarianship is the best basic professional programme for producing librarians in Africa, especially where the profession is developing rapidly. Ultimately one would expect a situation where, as at Ahmadu Bello University, programmes are offered at non-graduate, first degree and postgraduate level.

2. Non-graduate university certificate and diploma programmes in librarianship should make provision for the better students to progress on to degree programmes.

3. The study of librarianship as a subsidiary or minor component in Education degree programmes is unlikely at present to assist the development of school libraries in Africa.

4. Thorough preliminary investigation and planning is necessary before a new library school is established. Such preliminary work is best done as part of a national library plan, as recommended by Unesco, otherwise the advantages of bringing

in an "expert" from outside are limited because his recommendations may never be followed up.

5. A library school can be set up and survive without direct financial assistance from outside provided it has the support of its parent institution and provided that economic circumstances in the country are favourable.

6. Staffing is probably the greatest problem which a new library school will face; for some years to come a new school in an English-speaking Black African country will be likely to need non-nationals to fill at least some of the positions on its staff, but an indigenisation policy must be formulated and put into operation from the very beginning.

APPENDIX A

ENTRANCE REQUIREMENTS AND SAMPLE COURSE OUTLINES
AS LISTED IN DEPARTMENTAL SYLLABUSES

Bachelor of Library Science

The 1968/69 syllabus is taken from "The Degree Course for Bachelor in Library Studies," two sheets attached to "Faculty Board of Education: Recommendations to Senate," a paper (no. 45/6) considered at the 45th meeting of Senate on 16 May 1968. The others are taken from Departmental syllabuses/prospectuses and, for 1979/80, from a list of Departmental teaching assignments. The entrance requirements are taken from the 1977/78 Prospectus.

1968/69 syllabus

First year : Library Science: Organisation and Management of Libraries
Cataloguing and Classification
Two subsidiary subjects

Second year : Library Science: Organisation and Management of Libraries
Cataloguing and Classification
Bibliography
One course from each of the two subsidiary subjects taken in first year

Third year :	Library Science:	Bibliography Organisation and Management of Libraries (one term) Cataloguing and Classification (one term) Documentation (one term)
	Transliteration	

1971/72 syllabus

First year :	Library Science:	Administration of Libraries Organisation of Knowledge Library and the Community Reference
	Two subsidiary subjects	
Second year :	Library Science:	Book Selection Organisation of Knowledge Administration of Libraries Reference and Bibliography Technical Services
	One course from each of the two subsidiary subjects taken in first year	
Third year :	Library Science:	Bibliography Book Production Organisation of Knowledge History of Libraries Methods of Research EITHER Children's Literature OR Documentation Project (an independent piece of work carried out under the supervision of a staff member)

1974/75 syllabus

First year : Library Science: Administration of Libraries
Organisation of Knowledge
Library and the Community
Reference Service
Two subsidiary subjects

Second year : Library Science: Administration of Libraries
Book Selection
Organisation of Knowledge
Reference Service
One course from each of the two subsidiary subjects taken in first year

Third year : Library Science: Bibliography
Book Production
Organisation of Knowledge
History of Libraries
Methods of Research
EITHER Library Service for Young People
OR Documentation Project

1977/78 syllabus

First year : Library Science: Administration of Libraries
Organisation of Knowledge
Sociology of Library Science
Reference Service
History of Libraries
Two subsidiary subjects

Second year : Library Science: Administration of Libraries
Organisation of Knowledge
Sociology of Library Science
Reference Service and Book Selection
History of Libraries
One course from each of the two subsidiary subjects taken in first year

Third year :	Library Science:	Bibliography Organisation of Knowledge Library Management TWO OF Education and Libraries Library Work with Young People Documentation Book Production Project

1979/80 syllabus

First year :	Library Science:	Organisation of Knowledge Reference Service Sociology of Library Science
	Two subsidiary subjects	
Second year :	Library Science:	Organisation of Knowledge Bibliography Administration of Libraries History of Libraries, with Special Reference to Africa ($\frac{1}{2}$ unit) Research Methodology ($\frac{1}{2}$ unit)
	One course from each of the two subsidiary subjects taken in first year	
Third year :	Library Science:	Practical Work in Libraries A total of FIVE course/independent work units made up from the following: Project (independent work) Bibliography (independent compilation) ($\frac{1}{2}$ unit) Documentation Book Production The School Library and the Curriculum Special Librarianship Comparative Librarianship Serials in Libraries & Journal Publishing

Management Theory
Statistics for Librarians
($\frac{1}{2}$ unit)
Librarianship of Audio-Visual
Materials ($\frac{1}{2}$ unit)

Entrance requirements

EITHER General Certificate of Education (GCE) passes in five different subjects of which two must be at 'A' level;

OR GCE passes in four different subjects of which three must be at 'A' level;

OR A pass in the final examinations of the School of Basic Studies of Ahmadu Bello University

and also satisfy the University's general requirements in English.

The following equivalents are acceptable:-

For GCE 'O' level: Grade II Teacher's Certificate with merit or credit in relevant subjects;

West African School Certificate with credit in relevant subjects;

Higher School Certificate with subsidiary pass.

For GCE 'A' level: Higher School Certificate with principal pass.

ALSO "Provision is made for suitable students [i.e. Diploma students] to proceed to the BLS programme; at present University regulations for this require Senate approval in each case and a 60 per cent mark in the final examination." (1977/78 Prospectus, p.10)

Diploma in Library Science

The 1968/69 syllabus is taken from "Diploma Course in Librarianship," a sheet attached to "Faculty Board of Education: Recommendations to Senate," a paper (no. 45/6) considered at the 45th meeting of Senate on 16 May 1968. The others are taken from Departmental syllabuses/prospectuses and, for 1979/80, from a list of Departmental teaching assignments. The entrance requirements are taken from the 1977/78 Prospectus.

1968/69 syllabus

First year	:	Library Organisation Cataloguing and Classification Library Routines
Second year	:	Cataloguing and Classification Bibliography and Documentation

1971/72 syllabus

First year	:	Cataloguing and Classification Book Selection Library and the Community Administration of Libraries Reference Technical Services
Second year	:	Bibliography Book Selection Cataloguing and Classification Administration of Libraries Children's Literature History of Libraries

1974/75 syllabus

First year : Community and the Library
Cataloguing and Classification
Administration of Libraries
Reference Service
History of Libraries

Second year : Bibliography
Cataloguing and Classification
Administration of Libraries
Book Selection
Library Services for Young People

1977/78 syllabus

First year : Cataloguing and Classification
Administration of Libraries
Sociology of Library Science
Reference Service
History of Libraries
Library Service for Young People

Second year : Bibliography
Cataloguing and Classification
Administration of Libraries
Book Selection
History of Libraries

1979/80 syllabus

First year : Cataloguing and Classification
Reference Service
Sociology of Library Science
Library Service for Young People
Practical Work in Libraries

Second year : Cataloguing and Classification
Bibliography
Administration of Libraries
History of Libraries, with Special Reference to Africa ($\frac{1}{2}$ unit)
Collection Development ($\frac{1}{2}$ unit)
Practical Work in Libraries

Entrance requirements

GCE passes in five different subjects at 'O' level. The following equivalents are acceptable:-

West African School Certificate with credit or distinction in five subjects;

Grade II Teacher's Certificate with merit or credit in five subjects other than Teaching Practice.

Candidates must also satisfy the University's general requirements in English.

Master of Library Science programme

This information is taken from the 1974/75 Syllabus and from 1979/80 Departmental records.

1974/75 syllabus

Courses for students with a previous library qualification (Category A students):-

Research Methodology

and THREE of:-

Advanced Reference Service
Comparative Librarianship
Archives Administration
Communication Studies
Library Administration in a special field:-
EITHER a) University Library
OR b) Public Library
OR c) Special Library
Bibliography and Literature of a special field:-
EITHER a) Humanities
OR b) Social Sciences
OR c) Science and Technology
Documentation/Information Science

Courses for students without a previous library qualification

(Category B students):-

Research Methodology
Organisation of Knowledge
Library and the Community
Reference Service
Administration of Libraries
EITHER Documentation
OR Book Production and History of the Book
OR Bibliography and Literature of a special field
OR Archives Administration

In addition to the course work all students must complete a thesis

not later than five years after the commencement of their course.

1979/80 syllabus

Two routes: course work (seven courses) plus thesis OR course work (eleven courses) plus an "independent study" of not less than 6,000 words. Students who opt for the latter route must take four of their courses from the range offered at master's level by other departments within the Faculty of Education. Students without a previous librarianship qualification must take the following four courses:

Reference and Bibliography
Organisation of Knowledge
Collection Development
Library Management

The other Library Science courses for which MLS students registered in 1979/80 are:

Resources in the Humanities
Bibliographical Control of Official Documents
Bibliographical Sources for Non-Book Materials
Information Storage and Retrieval
Depth Study of the Library of Congress Classification
Depth Study of the Dewey Decimal Classification
Depth Study of the Universal Decimal Classification
Organisation and Retrieval of Serials
Planning of Library Buildings
Library Budgets and Personnel
Administration of Academic Libraries
Administration of School Libraries
International and Comparative Librarianship
The Book Trade in Nigeria
Reference and Information Service
Book Production and Reprography
Bibliometrics

The entrance requirement for admission to the MLS course is a first or second class honours university degree.

Library Science as a subsidiary subject in Education degree programmes

This outline is taken from the 1977/78 Prospectus:

1977/78 syllabus

First year	:	Foundations in Library Science School Library Management Literature for Students Reference and Bibliography
Second year	:	Techniques of Library Administration Library Services for Students

APPENDIX B

STUDENT STATISTICS

The following statistical tables have been compiled from Department records, including student files and a mimeographed list entitled "Graduates of Library Science Department Ahmadu Bello University, Zaria, 1968-1978," compiled by S. Kolade Idirisu in 1978. The Idirisu list contains a number of inaccuracies, such as the description in the foreword of Grey-Theriot as first dean of the Faculty (the first dean was Professor H. Impecoven of the Department of Education), the inclusion in the MLS section (pp.23-24) of the name of a member of staff who was awarded a Master's degree by Loughborough University of Technology, not ABU, and the dates of several MLS degrees (Idirisu gives the year typed on the title page, which has not always been the year in which the award of the degree was recommended to Senate by the Faculty Board of Education). However, the BLS section was found to be accurate when cross-checked with other Departmental records. The Diploma section

omits the name of Y.G. Dutse (Diploma 1975) and 'Mrs' after E. Ochaba (Diploma 1974) and H.I. Aishatu (Diploma 1977), but these omissions have been corrected in table 3 (NUMBER OF DIPLOMAS AWARDED ...) and table 7 (SEX OF STUDENTS ...).

The Idirisu list is particularly useful when compiling data on the state of origin of Nigerian students. This is almost impossible to do with complete accuracy, partly because of the re-division of Nigeria from twelve into nineteen states in February 1976, partly because a few candidates for admission gave wrong information as to their state of origin in the hope that an applicant from an educationally disadvantaged state would stand a better chance of acceptance at ABU. Idirisu, a member of the Department's administrative staff from 1968 to 1978, knew the students well and, in his list, substituted what are presumably the correct states of origin for the misleading ones in at least some instances. Thus four 1978 BLS graduates who put Kwara on their application forms in 1975 have Lagos, Ondo (two) and Oyo placed against their names in Idirisu, while one 1978 Diploma graduate who put,'Nigerian, Gongola State' is listed as 'Cameroonian'. Tables 12 and 13 are based entirely on Idirisu

and (for 1979 data) on the Department's "Master List of Library Science Students with their June 1979 Exam-Numbers".[1]

The STATE OF ORIGIN tables, then, should be taken as giving a general picture which is reasonably accurate but not completely so. However, these tables are more accurate than the one in Mohammed and Afolabi's 1978 conference paper[2] which omits one state (Borno) entirely, although two students of Borno State origin had been awarded the BLS and seven the Diploma up to, and including, 1978.

---

1 Excluding the two students, who, in 1979, were not awarded the Diploma but asked to withdraw.

2 Abdullahi Mohammed and Michael Afolabi, "Education for Librarianship in Nigeria," paper presented at the Annual General Conference of the Nigerian Library Association, Ilorin, 3-7 December 1978, p.5.

TABLE 1

NUMBER OF BLS DEGREES AWARDED UP TO,
AND INCLUDING, 1979

1971	6
1972	10
1973	8
1974	16
1975	22
1976	37
1977	40
1978	57
1979	43
TOTAL	239

TABLE 2

CLASS OF BLS DEGREES AWARDED
UP TO, AND INCLUDING, 1979

First class	-
Second class upper	50
Second class lower	178
Third class	11
TOTAL	239

TABLE 3

NUMBER OF DIPLOMAS AWARDED UP TO,
AND INCLUDING, 1979

1970	8
1971	10
1972	11
1973	15
1974	25
1975	28
1976	26
1977	45
1978	53
1979	47
TOTAL	268

TABLE 4

NUMBER OF DIPLOMA HOLDERS ADMITTED TO BLS PROGRAMME
UP TO, AND INCLUDING, OCTOBER 1979

October		Year of award of Diploma								
		1970	1971	1972	1973	1974	1975	1976	1977	1978
1972	1	1								
1973	7	2	3	2						
1974	5	-	2	2	1					
1975	2	-	-	-	-	-	2			
1976	5	-	-	1	-	-	3	1		
1977	14*	-	-	-	3	-	3	5	3	
1978	12	-	-	-	-	5	2	-	4	1
1979	21	-	1	1	1	1	3	2	7	5
TOTAL	67	3	6	6	5	6	13	8	14	6

* One of whom had acquired two 'A' levels by October 1977.

TABLE 5

NUMBER OF MLS DEGREES AWARDED
UP TO 31 DECEMBER 1979**

1972	1
1977	3
1978	10
1979	7
TOTAL	21

TABLE 6

SEX OF STUDENTS AWARDED BLS DEGREES
UP TO, AND INCLUDING, 1979

MALE	195 (82%)
FEMALE	44 (18%)
TOTAL	239 (100%)

** These figures refer to candidates recommended for the award of the degree by the Faculty Board of Education during each calendar year; in a few instances the Board's recommendation may not have been confirmed by Senate until early in the following year.

TABLE 7

SEX OF STUDENTS AWARDED DIPLOMAS UP TO, AND INCLUDING, 1979

MALE	184	(69%)
FEMALE	84	(31%)
TOTAL	268	(100%)

TABLE 8

SEX OF STUDENTS AWARDED MLS DEGREES UP TO 31 DECEMBER 1979

MALE	19	(90%)
FEMALE	2	(10%)
TOTAL	21	(100%)

TABLE 9

COUNTRY OF ORIGIN OF STUDENTS AWARDED BLS DEGREES UP TO, AND INCLUDING, 1979

Cameroons	1
Ethiopia	1
Germany	1
Ghana	9
Lesotho	1
Nigeria	225
United Kingdom	1
TOTAL	239

TABLE 10

COUNTRY OF ORIGIN OF STUDENTS AWARDED DIPLOMAS UP TO, AND INCLUDING, 1979

Cameroons	2***
Liberia	1
Nigeria	256
Pakistan	1
Sierra Leone	1
Sri Lanka	1
Sudan	1
Swaziland	1
Tanzania	1
Uganda	2
Zambia	1
TOTAL	268

*** Including the student who put "Nigerian, Gongola State" on his application form (see p.165).

TABLE 11

COUNTRY OF ORIGIN OF STUDENTS AWARDED
MLS DEGREES UP TO 31 DECEMBER, 1979

Nigeria	20
Sudan	1
TOTAL	21

TABLE 12

STATE OF ORIGIN OF NIGERIAN STUDENTS AWARDED BLS DEGREES UP TO, AND INCLUDING, 1979

Anambra	9
Bauchi	4
Bendel	14
Benue	32
Borno	4
Cross River	5
Gongola	5
Imo	3
Kaduna	19
Kano	7
Kwara	71
Lagos	2
Niger	13
Ogun	5
Ondo	8
Oyo	13
Plateau	3
Rivers	7
Sokoto	1
TOTAL	225

TABLE 13

STATE OF ORIGIN OF NIGERIAN STUDENTS AWARDED DIPLOMAS UP TO, AND INCLUDING, 1979

Anambra	6
Bauchi	21
Bendel	13
Benue	50
Borno	12
Cross River	7
Gongola	9
Imo	2
Kaduna	56
Kano	8
Kwara	35
Lagos	1
Niger	11
Ogun	2
Ondo	2
Oyo	3
Plateau	11
Rivers	6
Sokoto	1
TOTAL	256

TABLE 14

STATE OF ORIGIN OF NIGERIAN STUDENTS AWARDED MLS DEGREES UP TO 31 DECEMBER 1979

Anambra	1
Bendel	3
Benue	5
Gongola	1
Imo	2
Kaduna	1
Kwara	5
Ondo	1
Oyo	1
TOTAL	20

APPENDIX C

FULL-TIME ACADEMIC STAFF
1968/69 - 1978/79

The following lists are compiled from Departmental records, including the personal files of former staff members, and also from information received from present staff members. Departmental records are not free from error and, when noticed, these have been corrected here. For example, the list entitled "Present Staff 1970/71" in the 2nd Annual Report incorrectly describes Mrs M.H. Stewart as a Senior Lecturer. According to Mrs Stewart's personal file she was employed as a Lecturer for the 1970/71 session and was to be promoted to Senior Lecturer on 1 October 1971, but she left the university service with effect from 30 September 1971. Mrs Stewart was wrongly included in the "Staff 1971/72: Regular Staff" list in the Syllabus 1971/72, as was Mrs M.G. Mason, who also left the university with effect from 30 September 1971.

Academic and professional qualifications in Departmental staff lists need to be treated with caution. For example, the

1974/75 Prospectus wrongly ascribes "BA, FLA" to C. Canday instead of the B.Sc.(Econ), Cert.Ed, Dip.Lib noted in his personal file. A possible explanation for this could be that the prospectus was put together before Canday's arrival by a member of staff who was not too concerned about accuracy and who did not trouble to check the file (the mistake is repeated in the Departmental Newsletter, no.1, March 1974, in the 1974/75 Ahmadu Bello University Calendar and in Mrs Dorothy S. Obi's 1974 Ph.D thesis "The Curriculum Needs of the Sub-Saharan African Library School"). Occasionally lists have been compiled by clerical staff and not checked by anyone more senior before being duplicated or printed; this would explain such mistakes in the 1977/78 Prospectus as the ascription of "ALA" to M.I.H. Zia instead of AALA, and "Ph.D" to G.T. Cnadiran instead of Ed.D.

1968/69 session

No full-time academic staff

1969/70 session

Mrs E.D. Sinnette (American) BA, MLS	Senior Lecturer

Mrs D.O. Bozimo (Nigerian) BA, MLS	Assistant Lecturer
D.T. Simons (British) ALA (November 1969-)	Assistant Lecturer (under the auspices of the Voluntary Service Overseas scheme)

1970/71 session

Mrs D.O. Bozimo (Nigerian) BA, MLS	Lecturer
Mrs M.G. Mason (British) BA	Lecturer
Mrs M.H. Stewart (British) B.Sc(Econ), M.Sc, Dip.Social Anthropology, B.Litt.	Lecturer
J.M.M. Grey-Theriot (American) Cert.Business Admin, BS, MALS, MA (January 1971-)	Professor and Head of Department
Miss J.A. Corran (Irish) BA, Dip.Lib (January 1971-)	Assistant Lecturer (under the auspices of the Voluntary Service Overseas scheme)
Miss J.E. Allen (American) BA, MA, MALS (March 1971-)	Lecturer

1971/72 session

J.M.M. Grey-Theriot (American) Cert.Business Admin, BS, MALS, MA	Professor and Head of Department
Mrs D.O. Bozimo (Nigerian) BA, MLS	Lecturer

A. Mohammed (Nigerian) BA, MLS	Lecturer
Mrs J.E. Myada (nee Allen) (American) BA, MA, MALS	Lecturer
Mrs J.A. Ugonna (nee Corran) (Irish) BA, Dip.Lib	Lecturer
Miss R. Mould (British) BA, ALA (January 1972-)	Lecturer

1972/73 session

L.J. Amey (Canadian) BS, M.Ed, MLS	Lecturer (under the auspices of the Canadian International Development Agency scheme)
Mrs D.O. Bozimo (Nigerian) BA, MLS	Lecturer
Mrs J.E. Myada (American) BA, MA, MALS	Lecturer
Miss A.N. Rogers (British) BA, ALA	Lecturer
Mrs R. Zalin (nee Mould) (British) BA, ALA	Lecturer
J.M.M. Grey-Theriot (American) Cert.Business Admin, BS, MALS, MA (Second term only)	Professor
R.C. Benge (British) MA, FLA (First and third terms)	Visiting Lecturer (from the College of Librarianship Wales)

+++ A. Mohammed (Nigerian) - study leave

1973/74 session

R.C. Benge (British) MA, FLA	Professor and Head of Department
Mrs J.E. Myada (American) BA, MA, MALS	Lecturer
Miss A.N. Rogers (British) BA, ALA	Lecturer
A. Moid (Pakistani) BA, MALS, Ph.D (November 1973-)	Reader
C. McCarthy (British) BA, ALA (January 1974-)	Lecturer
C.P. Canday (British) B.Sc(Econ), Cert.Ed, Dip.Lib (January 1974-)	Lecturer (under the auspices of the Voluntary Service Overseas scheme)
M.I.H. Zia (Pakistani) BA, Dip.Lib.Sc, MA, MALS, Dip.Lib, AALA (May 1974-)	Lecturer
G.R. Hughes (British) BA, L.es.L, FIL, ALA (First term)	Visiting Lecturer (from the College of Librarianship Wales)
M.C.G. Wise (British) FLA (Second term)	Visiting Lecturer (from the College of Librarianship Wales)

+++ Mrs D.O. Bozimo (Nigerian) - study leave

+++ A. Mohammed (Nigerian) - study leave

1974/75 session

R.C. Benge (British) MA, FLA	Professor and Head of Department
A. Moid (Pakistani) BA, MALS, Ph.D	Reader
C.P. Canday (British) B.Sc(Econ), Cert.Ed, Dip.Lib	Lecturer (under the auspices of the Voluntary Service Overseas scheme)
C. McCarthy (British) BA, ALA	Lecturer
Mrs J.E. Myada (American) BA, MA, MALS	Lecturer
Miss A.N. Rogers (British) BA, ALA	Lecturer
M.I.H. Zia (Pakistani) BA, Dip.Lib.Sc, MA, MALS, Dip.Lib, AALA	Lecturer
S.A. Ajia (Nigerian) BLS	Graduate Assistant
M.C.G. Wise (British) FLA (First term)	Visiting Lecturer (from the College of Librarianship Wales)
G.R. Hughes (British) BA, L.es.L, FIL, ALA (Second term)	Visiting Lecturer (from the College of Librarianship Wales)

+++ Mrs D.O. Bozimo (Nigerian) - study leave

+++ A. Mohammed (Nigerian) - study leave

1975/76 session

R.C. Benge (British) MA, FLA	Professor and Head of Department
A. Moid (Pakistani) BA, MALS, Ph.D	Reader
A. Mohammed (Nigerian) BA, MLS, MA	Senior Lecturer
M.I.H. Zia (Pakistani) BA, Dip.Lib.Sc, MA, MALS, Dip.Lib, AALA	Senior Lecturer
C.P. Canday (British) B.Sc(Econ), Cert.Ed, Dip.Lib	Lecturer (under the auspices of the Voluntary Service Overseas scheme until 29 February 1976, on contract thereafter)
Mrs J.E. Myada (American) BA, MA, MALS	Lecturer
S.A. Ajia (Nigerian) BLS	Assistant Lecturer
Mrs M. Caswell (British) BLS	Librarian II *
J.S. Oke (Nigerian) BLS (January 1976-)	Graduate Assistant

* Mrs Caswell transferred from Kashim Ibrahim Library to the Department in 1975. Initially she combined responsibility for Samaru Public Library (which is under the Department's control) with lecturing, later she lectured full-time, though she continued to bear the rank of Librarian until her departure in 1978.

M.B. Khan (Pakistani) BA, MALS, MA (April 1976-)	Lecturer
G.R. Hughes (British) BA, L.es.L, FIL., ALA (First term)	Visiting Lecturer (from the College of Librarianship Wales)
Miss D. Dixon (British) BA, Dip.Lib, ALA (Second term)	Visiting Lecturer (from the College of Librarianship Wales)
G.I. Evans (British) B.Sc(Econ), Dip.Lib, ALA (Third term)	Visiting Lecturer (from the College of Librarianship Wales)

+++ Mrs D.O. Bozimo (Nigerian) - study leave for most of the session

1976/77 session

R.C. Benge (British) MA, FLA	Professor Head of Department for the first term
A. Mohammed (Nigerian) BA, MLS, MA	Senior Lecturer Head of Department from January 1977
M.I.H. Zia (Pakistani) BA, Dip.Lib.Sc, MA, MALS, Dip.Lib, AALA	Senior Lecturer
Mrs D.O. Bozimo (Nigerian) BA, MLS	Lecturer
C.P. Canday (British) B.Sc(Econ), Cert.Ed, Dip.Lib	Lecturer

S. Harrison (British) BA, Cert.Ed, MA, Dip.Lib, ALA	Lecturer
M.B. Khan (Pakistani) BA, MALS, MA	Lecturer
Mrs J.E. Myada (American) BA, MA, MALS	Lecturer
Mrs M. Caswell (British) BLS	Librarian II
J.S. Oke (Nigerian) BLS, MLS	Assistant Lecturer
M. Afolabi (Nigerian) BLS, Dip.en francais	Graduate Assistant
J. Otim (Ugandan) BA, MLS, MA (November 1976-)	Lecturer
G.T. Onadiran (Nigerian) BA, Grad.Cert.Ed, MSLS, Ed.D (January 1977-)	Lecturer
M.C.G. Wise (British) FLA (Second term)	Visiting Lecturer (from the College of Librarianship Wales)

+++ S.A. Ajia (Nigerian) - study leave

1977/78 session

A. Mohammed (Nigerian) BA, MLS, MA, Ph.D	Senior Lecturer and Head of Department
R.C. Benge (British) MA, FLA	Professor

Mrs D.O. Bozimo (Nigerian) BA, MLS	Senior Lecturer
M.I.H. Zia (Pakistani) BA, Dip.Lib.Sc, MA, MALS, Dip.Lib, AALA	Senior Lecturer
S.A. Ajia (Nigerian) BLS, MA	Lecturer
C.P. Canday (British) B.Sc(Econ), Cert.Ed, Dip.Lib	Lecturer
S. Harrison (British) BA, Cert.Ed, MA, Dip.Lib, ALA	Lecturer
M.B. Khan (Pakistani) BA, MALS, MA	Lecturer
Mrs J.E. Myada (American) BA, MA, MALS	Lecturer
J.S. Oke (Nigerian) BLS, MLS	Lecturer
E.A. Olden (Irish) BA, Dip.Lib.Stud, ALA	Lecturer
G.T. Onadiran (Nigerian) BA, Grad.Cert.Ed, MSLS, Ed.D	Lecturer
J. Otim (Ugandan) BA, MLS, MA	Lecturer
M. Afolabi (Nigerian) BLS, Dip.en francais	Assistant Lecturer
Mrs M. Caswell (British) BLS	Librarian II

1978/79 session

A. Mohammed (Nigerian) BA, MLS, MA, Ph.D	Senior Lecturer and Head of Department
R.C. Benge (British) MA, FLA	Professor
Mrs D.O. Bozimo (Nigerian) BA, MLS	Senior Lecturer
M.I.H. Zia (Pakistani) BA, Dip.Lib.Sc, MA, MALS, Dip.Lib, AALA	Senior Lecturer
S.A. Ajia (Nigerian) BLS, MA	Lecturer
S. Harrison (British) BA, Cert.Ed, MA, Dip.Lib, ALA	Lecturer
M.B. Khan (Pakistani) BA, MALS, MA	Lecturer
Mrs J.E. Myada (American) BA, MA, MALS	Lecturer
J.S. Oke (Nigerian) BLS, MLS	Lecturer
E.A. Olden (Irish) BA, Dip.Lib.Stud, ALA	Lecturer
G.T. Onadiran (Nigerian) BA, Grad.Cert.Ed, MSLS, Ed.D	Lecturer
J. Otim (Ugandan) BA, MLS, MA	Lecturer
M. Afolabi (Nigerian) BLS, Dip.en francais, MLS	Assistant Lecturer

J. Agada (Nigerian) BLS, Grad.Cert.Ed	Graduate Assistant
M.C.G. Wise (British) FLA (First term)	Visiting Lecturer (*from the College of* Librarianship Wales)
Mrs G. Walker (British) BA, M.Ed, ALA (Second term)	Visiting Lecturer (from the College of Librarianship Wales)
G.R. Hughes (British) BA, L.es.L, FIL, ALA (Third term)	Visiting Lecturer (from the College of Librarianship Wales)

APPENDIX D

FULL-TIME ACADEMIC STAFF:
DECEMBER 1979

NAME, NATIONALITY, QUALIFICATIONS	POSITION	YEAR OF APPOINTMENT TO THE DEPARTMENT	PREVIOUS ASSOCIATION WITH AHMADU BELLO UNIVERSITY
A. Mohammed Nigerian BA(Ahmadu Bello) MSLS (Syracuse) MA (Northwestern) Ph.D (Northwestern)	Senior Lecturer and Head of Department	1971	BA student 1963-1966; staff, Kashim Ibrahim Library, Abdullahi Bayero College Library, Advanced Teachers College Library, Kano, 1966-1971
R.C. Benge British MA (London) FLA	Professor	1973	1972 visit under the auspices of the Inter-University Council link scheme with the College of Librarianship Wales
Mrs D.O. Bozimo Nigerian BA (Scripps) MLS (Columbia)	Senior Lecturer	1969	

M.I.H. Zia Pakistani BA (Karachi) Dip.Lib.Sc (Karachi) MA (Karachi) MALS (Karachi) Dip.Lib (New South Wales) AALA	Senior Lecturer	1974	
Mrs J.E. Myada American BA (Willamette) MA (Wisconsin) MALS (Wisconsin)	Lecturer	1971	
M. Afolabi Nigerian BLS (Ahmadu Bello) Dip.en francais (Univ. du Benin) MLS (Ahmadu Bello)	Lecturer	1976	BLS student 1972-1975
S. Harrison British BA (Cambridge) Cert.Ed (Cambridge) MA (Cambridge) Dip.Lib (Wales) ALA	Lecturer	1976	
M.B. Khan Pakistani BA (Dacca) MALS (Dacca) MA (London)	Lecturer	1976	

J.S. Oke Nigerian BLS (Ahmadu Bello) MLS (Ahmadu Bello)	Lecturer	1976	BLS student 1970-1973; part-time lecturer 1973/74 and first term of 1974/75
J. Otim Ugandan BA (Makerere) MLS (Indiana) MA (Loughborough)	Lecturer	1976	
E.A. Olden Irish BA (National University of Ireland) Dip.Lib.Stud (Belfast) ALA	Lecturer	1977	Staff, Kashim Ibrahim Library 1975-1977; part-time lecturer 1976/77
G.T. Onadiran Nigerian BA (Ahmadu Bello) Grad.Cert.Ed (Ahmadu Bello) MSLS (Columbia) Ed.D (Boston)	Lecturer	1977	BA student 1967-1970
Mrs V.O. Ladele Nigerian BA (Ibadan) MLS (Ibadan)	Lecturer	1979	

B.O. Oruma Nigerian B.Sc (Ahmadu Bello) MLS (Ahmadu Bello)	Lecturer	1979	B.Sc student 1970-1973; staff, Institute for Agricultural Research Library, 1974-1979; part-time MLS student, 1974-1979
J. Agada Nigerian BLS (Ahmadu Bello) Grad.Cert.Ed (Ahmadu Bello)	Assistant Lecturer	1978	Diploma student, 1971-1973; BLS student, 1974-1977
F.C. Ekere Nigerian BLS (Ahmadu Bello)	Graduate Assistant	1979	BLS student, 1975-1978
Study leave			
S.A. Ajia Nigerian BLS (Ahmadu Bello) MA (Loughborough)	Lecturer	1974	BLS student, 1970-1973

APPENDIX E

EXTERNAL EXAMINERS 1969-1979

Diploma and BLS degree

A.Y. Amedekey, BA, Dip.Lib, FLA
University Librarian,
University of Ghana

John Harris, BA, Hon.D.Litt, FNZLA, Hon.FLA
University Librarian,
University of Benin

F.N. Hogg, Hon.MA, FLA, Dip.Public Admin.
Principal,
College of Librarianship Wales

S.I.A. Kotei, M.Phil, MA, FLA
Professor and Head,
Department of Library Studies,
University of Ghana

Mrs F.A. Ogunsheye, MA, MLS, Dip.Ed
Professor and Head,
Department of Library Studies,
University of Ibadan

MLS degree

Mrs B.O. Aboyade, MA, AMLS, Ph.D
Professor,
Department of Library Studies,
University of Ibadan

D. Abdulkadir, BA, MA, Ph.D
Director,
Centre for the Study of Nigerian Languages,
Bayero University

N.M. Adeyemi, BA, Dip.Lib, Ph.D
Senior Librarian,
University of Lagos

C.C. Aguolu, BA, MLS, MA.Ed, Ph.D, FWAS, FIBA
Senior Lecturer, Acting Head,
Department of Library Studies,
Dean of the Faculty of Education,
University of Maiduguri

Nwozo Amankwe, BA, MA, ALA
Deputy University Librarian,
University of Nigeria

A.Y. Amedekey, BA, Dip.Lib, FLA
University Librarian,
University of Ghana

J.M.M. Grey-Theriot, Cert.Bus.Admin, BS, MALS, MA
Librarian,
College of Science and Technology,
Port Harcourt

A.A. Gwandu, BA, MA, Ph.D
Senior Lecturer and Head,
Department of Islamic Studies,
University of Sokoto

John Harris, BA, Hon.D.Litt, FNZLA, Hon.FLA
University Librarian,
University of Benin

Mrs Dorothy S. Obi, MS, Ph.D
Deputy University Librarian,
Enugu Campus,
University of Nigeria

Mrs T.O. Odeinde, B.Sc, Cert.Ed, ALA
University Librarian,
University of Ibadan

Mrs F.A. Ogunsheye, MA, MLS, Dip.Ed,
Professor and Head,
Department of Library Studies,
University of Ibadan

Kalu Okorie, OON, MBE, FLA
Director,
Imo State Library Board

Mrs Winifred Onyeonwu, BA, BLS, MLS
Director,
Bendel State Library Board

S.O. Oyesola, MLS, Ph.D, ALA
Senior Librarian,
Medical Library,
University of Lagos

BIBLIOGRAPHY

Abidi, S.A.H. "Library Training Facilities in Eastern Africa." Indian Library Association Bulletin 12 (July - December 1976): 169-175.

Abidi, S.A.H. "Research and Professional Programmes at the Library Training Centres in Eastern Africa." Paper presented at the Standing Conference of African Library Schools, Ibadan, 3-10 May 1978.

Aboyade, B.O. "Responsibility for Training and Continuing Education for Librarianship." Paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15-19 March 1974.

Aboyade, B. Olabimpe. "Education for Librarianship." Paper presented at the Nigerian Library Association Annual General Conference, Ilorin, 3-7 December 1978.

Afolabi, Nues S.A. "The Profession and Education of Librarians in Nigeria: The Ahmadu Bello University Experience." Library Scientist 1 (March 1974):52-54.

Agina, Ojwang. "Unesco Library Assistants' Certificate Course in Kenya: A Brief History." Maktaba 1 (1974):95-99.

Ahmadu Bello University. Department of Librarianship. "First Annual Report 1968/69." (Mimeographed.)

Ahmadu Bello University. Department of Librarianship. "Prospectus 1970/71." (Mimeographed.)

Ahmadu Bello University. Department of Library Science. "2nd Annual Report 1970/71." (Mimeographed.)

Ahmadu Bello University. Department of Library Science. Syllabus - 1971/72. Zaria: the Department, [1971].

Ahmadu Bello University. Department of Library Science. Newsletter, no. 1 (March 1974).

Ahmadu Bello University. Department of Library Science. "Prospectus 1974/75." (Mimeographed.)

Ahmadu Bello University. Department of Library Science. "Prospectus (BLS and Diploma) 1976/77." (Mimeographed.)

Ahmadu Bello University. Department of Library Science. Prospectus (BLS & Diploma) 1977/78. Zaria: the Department, [1977].

Aiyepeku, Wilson O. "The Training of Sub-Professional Staff for Library Services." Nigerian Libraries 7 (December 1971): 135-150.

Aiyepeku, Wilson O. "Teaching and Examining Methods for Library Education." Paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15-19 March 1974.

Aje, S.B. "Training and Deployment of Librarians in Nigeria." Paper presented at the Conference on Professionals in Government Service, Dakar, 7-9 June 1977.

Ajia, S.A. 'Education and Training in Librarianship in Nigeria: With Emphasis on the Two Library Schools at Zaria and Ibadan." Library Scientist 1 (March 1973):4-10.

Ajia, S.A. 'Library Education in Nigeria: A Study of Factors that Influenced its Development." MA thesis, Loughborough University of Technology, 1977.

Akinyotu, Adetunji. "Proposals for Restructuring Library Education in Nigeria." Nigerian Libraries 7 (April - August 1971):33-42.

Akinyotu, 'Tunji. "Training and Education of Library Personnel in Nigeria - Comments and Proposals on its Objectives and Content." Nigerian Libraries 8 (August 1972):103-116.

Akinyotu, Adetunji. "A Comparative Study of Education for Librarianship in West Africa." International Library Review 8 (October 1976):493-513.

Arosanyin, John Femi. "A Decade of Library Education in Ahmadu Bello University Zaria." Library Scientist 5 (March 1978):52-64.

Bankole, E.B. "Proposal for Library Education in Nigeria - Nigerian Library Association Viewpoint." Paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15-19 March 1974.

Benge, R.C. "Foundations for a Library School." Nigerian Libraries 1 (May 1964):81-85.

Benge, R.C. "Library Education in Ghana, 1961-67." Library Association Record 69 (July 1967):225-229.

Benge, R.C. "Library Studies as an Academic Discipline: A Public Lecture Delivered at Legon in 1967." Ghana Library Journal 2 (no date, [1968?]):29-33.

Benge, R.C. "New Directions to Library Education in Ghana." Ghana Library Journal 2 (no date, [1968?]):33-36.

Benge, R.C. "Some Principles of Library Education: A Discussion." Ghana Library Journal 2 (no date, [1968?]):36-41.

Benge, Ronald. "Return to West Africa: Some Notes on Library Education in Africa." Nigerian Libraries 9 (April - August 1973):97-100.

Benge, R.C. "Trends in the History of Library Education." Paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15-19 March 1974.

Benge, Ronald C. "The Role of Library Studies at A.B.U." Public lecture delivered in November 1975. (Mimeographed.)

Benge, R.C. "Report on a Visit to Botswana, Lesotho and Swaziland 13th January - 3rd February, 1976." Zaria. (Mimeographed.)

Benge, R.C. "Library Studies and Indigenisation." Library Scientist 5 (March 1978):65-70.

Benge, R.C. "Department of Library Science 1972-78: A Personal Balance Sheet." Library Scientist 6 (March 1979):1-9(B) (sic).

Benge, Ronald. "Library Education in the Third World: Some Personal Comparisons." Library Review 28 (Winter 1979): 226-231.

Bowden, Russell. "The Recovery: Nigerian Library Developments 1970-1973." Journal of Librarianship 6 (July 1974):179-202.

Bozimo, Doris O. "Common Core Curriculum for Librarian, Archivist and Information Scientist or Documentalist." Paper presented at the Standing Conference of African Library Schools, Ibadan, 3-10 May 1978.

Bramley, Gerald. World Trends in Library Education. London: Bingley, 1975.

Cabutey-Adodoadji, Eddie. "In Defence of Professional Degree in Librarianship in Africa." Library Scientist 1 (March 1974): 1-4.

Cave, Roderick. "Education and Training of Library Staff in Ahmadu Bello University." Northern Nigeria Library Notes, no: 2 - 3 (1964/65), pp.118-122.

Davies, Helen. Libraries in West Africa 1960-73: A Bibliography. Occasional Paper, no. 1. Aberystwyth: College of Librarianship Wales, 1974.

Dean, John. Planning Library Education Programmes: A Study of the Problems Involved in the Management and Operation of Library Schools in the Developing Countries. London: Andre Deutsch, 1972.

Dean, John. A Regional Library Science Program for Eastern Africa. New York: Ford Foundation, 1974.

deHeer, A.N. "Issues of the mid-1970s." Ghana Library Journal 4 (December 1972):46-50.

Dipeolu, J.O. "A Critical Examination of the Curricula of Library Schools in Nigeria." Paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15-19 March 1974.

Dzokoto, Francis K. "Library Education in Ghana: A Critical Survey." Ghana Library Journal 4 (December 1972):41-45.

Fontvielle, Jean Roger. "Library Science in the Context of French-Speaking Africa: A New Course at the National Institute of Librarianship." Unesco Bulletin for Libraries 32 (July - August 1978):266-278.

Grey-Theriot, J.M.M. "Ahmadu Bello University Department of Library Science." Northern States Library Notes, no. 5 (1971), pp.40-42.

Harris, John. "Librarians for Ghana." Occasional Papers, no. 1. Legon: Department of Library Studies, University of Ghana, 1970. (Mimeographed.)

Harris, L. John. "Library Education in Developing Africa." Maktaba 2 (1975):58-64.

Idirisu, S. Kolade, comp. "Graduates of Library Science Department Ahmadu Bello University, Zaria. 1968-1978." (Mimeographed.)

International Federation of Library Associations. Standing Advisory Committee. Section of Library Schools. "Standards for Library Schools." 1976. (Mimeographed.)

Kiyimba, Justin N. "The East African School of Librarianship: Its Contribution to Library Development in Africa." Unesco Bulletin for Libraries 32 (January - February 1978):260-265.

Kokkonen, Oili and Rinne, Harriet. "Reflections on Library Education in Kenya." Maktaba 3 (1976):43-45.

Kotei, S.I.A. "The Growth of Libraries and Library Education in Ghana." Sierra Leone Library Journal 2 (January 1975): 57-72.

"Library Education: Information on Library Schools in Africa." SCAUL Newsletter, June 1979, pp.1-3.

"Library Science Students, Ahmadu Bello University, A Committee Report on the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15th - 19th March, 1974." (Mimeographed.)

Lwanga, T.K. "A Survey of Librarianship Training Programmes in Eastern Africa." Maktaba 1 (1974):121-131.

McCarthy, Cavan. "Library Education Statistics." Paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15 - 19 March 1974.

McCarthy, Cavan. "Nigeria - With Qualifications." New Library World 75 (July 1974):143-144.

Mohammed, Abdullahi and Otim, John. "The Problem of Relevance to Local Conditions in Professional Education Programs in Africa: The Case of Librarianship." Paper presented at the

Standing Conference of African Library Schools, Ibadan, 3-10 May 1978.

Mohammed, Abdullahi and Afolabi, Michael. "Education for Librarianship in Nigeria." Paper presented at the Nigerian Library Association Annual General Conference, Ilorin, 3-7 December 1978.

Moid, Abdul. "New Proposals for Library Education in Nigeria: Co-operation Between Library Schools, Exchange of Staff and Students, Standards and Equivalencies." Paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15-19 March 1974.

Nigeria, Northern. Ministry of Information. The Library Needs of Northern Nigeria: A Report Prepared under the Special Commonwealth Assistance Plan [by F.A. Sharr]. Kaduna: Government Printer, 1963.

Nitecki, Andre. "Library Education in Ghana." Ghana Library Journal 4 (December 1972):35-40.

Nzotta, Briggs C. "Education for Library Management in African Schools." Journal of Librarianship 9 (April 1977):130-143.

Nzotta, Briggs C. "The Postgraduate Librarianship Class of 1977 at Ibadan." International Library Review 11 (January 1979): 113-124.

Obi, Dorothy S. "Content and Structure of Library Education in Nigeria." Paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15-19 March 1974.

Obi, Dorothy S. "The Curriculum Needs of the Sub-Saharan African Library School: A Study in Comparative Education for Librarianship." Ph.D thesis, University of Pittsburgh, 1974.

Obi, Dorothy S. "Education for Librarianship in Nigeria." Nigerian Libraries 11 (December 1975):221-251.

Obi, Dorothy S. "Education for Rural Library Service in Africa." Rural Africana, no. 1 (1978), pp.65-75.

Ogundipe, O.O. "Education for Librarianship in Sierra Leone: The Need." Unesco Bulletin for Libraries 29 (May - June 1975):151-155.

Ogunsheye, F.A. "New Proposals for Structure of Library Personnel and Curricula for the Various Levels or Categories." Paper presented at the Colloquium on Education and Training for Librarianship in Nigeria, Ibadan, 15-19 March 1974.

Ogunsheye, F. Adetowun. "Library Education at Ibadan University, Nigeria." Unesco Bulletin for Libraries 28 (September - October 1974):259-267.

Ogunsheye, F. Adetowun. "The Future of Library Education in Africa." Libri 26 (December 1976):268-280.

Ogunsheye, F.A. "Formal Program Development in Library Education in Nigeria." Journal of Education for Librarianship 19 (Fall 1978):140-150.

Olden, Anthony. "The Importance of Practical Work in the Curriculum." Paper presented at the Standing Conference of African Library Schools, Ibadan, 3-10 May 1978.

Olden, Anthony. "Expatriates." Library Review 28 (Winter 1979): 247-253.

Omotosho, J.A. "A Follow-Up Study of the Former Students of the Department of Library Science, Ahmadu Bello University, who Graduated Between 1970 and 1976." MLS thesis, Ahmadu Bello University, in progress.

Pankhurst, Rita. "Education for Librarianship in Eastern Africa." in Report of Proceedings /of the/ Standing Conference of African University Librarians, Eastern Area Conference, Addis Ababa: n.p., 1971.

Plumbe, Wilfred J. "Library Staff Training Scheme Started in the Libraries of Ahmadu Bello University." Northern Nigeria Library Notes, no. 1 (1964), pp.24-26.

Plumbe, Wilfred J. "Staff Education and Training in African University Libraries." Northern Nigeria Library Notes, no. 2 - 3 (1964/65):131-148.

Plumbe, Wilfred J. "Presidential Address." Nigerian Libraries 1 (September 1965):156-165.

Plumbe, Wilfred J. "Ahmadu Bello University Libraries: The First Three Years." Nigerian Libraries 3 (August 1967): 46-62.

"Report of the Advisory Committee on Nigerian National Diploma in Library Studies Submitted to the Director, National Library of Nigeria, Lagos, July 1979." (Mimeographed.)

"Report of the Education Sub-Committee (1974) [of the Kenya Library Association]." Maktaba 2 (1975):114-121.

Sharr, F.A. "The Library Needs of Northern Nigeria." Unesco Bulletin for Libraries 18 (November - December 1964):259-262.

Stanley, J.L. "The Training of Librarians in West Africa." Journal of Education for Librarianship 13 (Fall 1972):83-93.

University of Ibadan. Department of Library Studies. "Report on the Colloquium on Education and Training for Librarianship in Nigeria." Nigerian Libraries 11 (April - August 1975): 139-149.

University of Ibadan. Department of Library Studies. Academic Staff. "Rejoinder to the A.B.U. Reaction." 1974. (Mimeographed.)