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CHAPTER V I I I

DEPARTMENT OF LIBRARY SCIENCE, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Department of Librarianship, Ahmsdu Bello

Aims and Objectives

> The Departnent of Librarianship which was founded during the 1963/69 session of the University was established to train, librarians and assistants (B.L.S. Degree and Diplona respectively) on all levels of librarianship with special enphasis on librarianship in Africa.1
>
> There is no point in disputing that the recruitment needs of the Northern States are not the same as the rest of the Federation nor in denying that the first responsibility of the Department of A.B.U. is to the Northern States.2

Historical Development

The addition of a second library school to the Nigerian scene in 1968 (the Department of Library Science, Ahmadu Bello University) presented the profession in Nigeria with what the present Head of the

ABU Department of Library Science, Prof. Ronald Benge, has called the real problem of library education, "a conflict between an attempt to reach international standards on the one hand and national relevance on the other."[3] This echoed the conflict which existed from the early stages of planning between the first two library schools in Africa--those of Ibadan and Ghana--and which will be discussed in greater detail in the chapter on the Department of Library Studies, University of Ghana.

The foundation of the Department of Library Science, ABU, rests on the famous "Sharr Report,"[4] prepared by F.A. Sharr and his wife who were the first advisers to come to Nigeria from Australia under the Special Commonwealth African Assistance Plan resulting from the Commonwealth Prime Ministers Conference in London in May 1960. Their terms of reference included a survey of existing library facilities and library training schemes in the North with a view to recommendations for Government action. Their opening words in Chapter II: Professional Education and Training were:

> Without sufficient qualified and trained librarians, there cannot be an efficient library system in the Region. Without Northern Librarians, there cannot be a genuinely Northern library system. The proposals made in the following chapters assume a sufficient supply of professional staff and cannot be implemented in their absence. Professional education and training is therefore of basic importance.5

With respect to the Ibadan School Shaw noted:

> The Ibadan course is open to university graduates or to non-graduates who are employed in a library and have passed one part of the British Registration Examination. It makes little appeal to Northerners because there are no northern graduate librarians and any Northerner who is eligible even to commence study for one part of the Registration Examination can get a scholarship to England--a more exciting prospect than Ibadan. . . .6
>
> The educational situation in the North is different from that of the other two regions, and in the recruitment of student librarians account must be taken of the scarcity of available people with full secondary education. Therefore a school in the North geared to Northern conditions is indicated. . . .7
>
> Our conclusion is therefore that a School of Librarianship should be established at Ahmadu Bello University to provide a professional education up to international qualification standard on a sandwich course basis for Northern students and for those of other Regions, if they so desire. We accordingly recommend that Ahmadu Bello University be invited to consider setting up such a school . . . [and] that the course at Ahmadu Bello should comprise both general education up to University entrance

> standard and professional studies . . . the starting level could realistically be about West African School Certificate." . . .[8]

These recommendations came in for criticism from Nigerian librarians outside the North who were of the strong opinion that the professional qualification should be a degree plus a post-graduate diploma in librarianship. The Nigerian Library Association's subsequent recommendations to the Elwood grading team reflected the N.L.A.'s insistence on librarianship as a graduate profession.

The reaction of librarians in Northern Nigeria was a sharp one. They reminded their colleagues in other parts of the country that the North had immediate priorities. Wilfred Plumbe, Librarian of Ahmadu Bello University in his Presidential address to the Nigerian Library Association in 1965 said, "Nor shall I strive to claim the existence of professional unity in Nigeria. For I have become convinced that it does not exist." He spoke of training in words that drew no punches,

> 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.[9]

For his part, Mr. Plumbe initiated the post of Library Staff Training Officer in the Kashim Ibrahim Library to train library staff for the Library Association examinations. The first staff training officer was Roderick Cave, F.R.S.A., F.L.A., who came to A.B.U. in the fall of 1964 from the University of the West Indies where he had been an Assistant Librarian. In addition to in-service training for university library staff he instituted a correspondence course for assistants in the libraries outside Zaria. Mr. Cave resigned after nine months and his successor, J.M.M. Grey-Theriot, B.S., M.A.L.S., who was until his appointment Readers Services Librarian, The Balme Library, University of Ghana, took up duties in January 1966. Staff training on this level phased out at the end of 1966 when the Library Association announced that there would be no further external examinations for certification; library staff who were

qualified were thereafter encouraged to go overseas for professional training. The University also initiated a graduate-in-training program which sent selected graduates of the University overseas on sponsorship to study and several librarians benefitted from this program. However, both the Vice-Chancellor and Mr. Grey-Theriot who in January 1967 succeeded Mr. Plumbe as university librarian, agreed that these librarians would be absorbed into the University Library system and that additional librarians would be needed to cope with the growing needs of public library systems and school libraries in the North.

A 1967 survey by the Institute of Education, Ahmadu Bello University having found that "at least 208 qualified librarians on different levels were required to staff secondary school libraries"[10] in the North, the University was approached by Government authorities to institute a library school. The Vice-Chancellor asked the University Librarian, Mr. Grey-Theriot, to draw up the syllabus. In May 1967 the Nigerian Universities Commission gave its approval for the Department of Librarianship to open. Of the negotiations leading up to the school, Mr. Grey-Theriot wrote:

> There had been plans for several years to start a Faculty of Education. Much of the ground work had been done and plans were underway to establish the faculty. In mid-1968 a Professor of Education was appointed to do the final plans for a faculty. The Department of Librarianship became the other department in the newly created Faculty of Education. Both departments commenced lectures during the 1968/1969 session, but the faculty was not fully approved by all of the affiliated faculties until mid-1969.[11]

Physical Facilities

The Department shared office and classroom facilities within the Faculty of Education and utilized the collection of materials on librarianship in the main university library. The university library and Samaru Public Library (located on the Campus) were utilized for the students' practical work.

Staff

The foundation staff as in the case of Ibadan was composed of part-time lecturers, all librarians in the Ahmadu Bello University Library, as follows:

J.M.M. Grey-Theriot, B.S., M.A., M.A.L.S.
--Director.
Mrs. Rosemary D.E. Young, F.L.A. - Tutor.
Mr. J.A. Achema, B.A. - Tutor
Mr. D.T. Simons, A.L.A. - Tutor.

The first annual report records in addition fiv visiting lecturers:-

Dr. H.C. McCusker, International Information Specialist, United States Information Agency, Information Centre Service, Washington, D.C., U.S.A.
Mr. D. Gunton, British Council Librarian, Lagos, Nigeria.
Miss L.E. Green, Education & Youth Specialist and U.N.E.S.C.O. Specialist on Children and Youth Library Education, Nottinghamshire County Library, Nottingham, England.
Mrs. Elinor Sinnette, Lecturer in Library Education, Institute of Librarianship, Ibadan University, Ibadan, Nigeria.
Mr. Brian Armitage, Medical Librarian, Charing Cross Hospital Medical School Library, London, England.[12]

Staffing proved a major problem for the Department. Teaching was largely done by the Univer sity Librarian, Mr. Grey-Theriot, and Rosemary Young Deputy Librarian. They were joined during the sessi by Derek Simons, a VSO who remained until the end of the 1969/70 session by which time two full time lect Mrs. Doris Bozimo and Mrs. Elinor Sinnette (the latt having been previously on the teaching staff of the Ibadan Institute), had taken up duties[13] and Professo Grey-Theriot had become a full time Head of Departme

Students

The Department of Library Science opened in the

1968/69 session, during the height of the Nigerian Civil War with eight students in the first Diploma and nine in the BLS program --one BLS student being from Lesotho and all others from Nigeria. However, eventually the year ended with eight in each program.[14]

During the 1969/70 session seven diploma students completed the course, three with distinction.[15]

In June 1969 the Higher Degrees Committee approved a M.L.S. program. The Department accepted its first three candidates from the University's Graduate-in-Training Program.

Degrees Awarded

Initially the University decided on two programmes--a diploma programme lasting two years for the training of intermediate staff and a three-years course leading to a Bachelor of Library Studies. In 1970/71 Senate approved a change in the degree structure--instead of a general degree a single honours degree was to be given. Prof. Grey-Theriot, founder and first Head of the Department, planned for a ladder of advancement from one course into another.

There was no consultation with the existing Nigerian library school at Ibadan before the establishment of the School at Zaria. The two schools offered programs which differed completely: the BLS at Zaria was the first of its kind in Nigeria and its introduction was viewed with suspicion as a lowering of standards for professional training; the "diploma" program for intermediate staff was a two year course initiated when Ibadan had just limited itself to post graduate training.

Curriculum

Prof. Grey-Theriot describes the initial curriculum as follows:

> The degree programme syllabus for the first year consisted of six library science subjects and two subsidiary subjects of which one had to be a foreign language. The second year, five library science subjects were required and of these four were continuations of the first year subjects; both subsidiary subjects were continued. In the third year, five library science subjects were taken; two of these were dropped after the first term of the session. The subsidiary subjects were also dropped. Transliteration was given as an optional subject in the third year, but not for credit. All B.L.S. students were required to do an undergraduate thesis dealing with some aspect of library science.

> The diploma programme consisted of six library science subjects for both years. No subsidiaries were offered in the diploma programme. The students were examined in all subjects both years.[16]
>
> The syllabii are arranged so that basic training and tutorial-laboratory-training are given along with theory to meet the needs of all types of libraries. Through the tutorial-laboratory training and classroom instruction, it is hoped that each qualifying librarian and assistant will be able to cope with almost any kind of situation. Emphasis is placed on the needs of the African reader and readers in general and on the problems which are peculiar to libraries in the tropics.[17]

The 1970/71 Prospectus outlines the professional courses leading to the BLS as follows:-

SCHEDULE I - Principal Courses

LS 201 - Bibliography - General
LS 202 - Bibliography - Analytical & Descriptive
LS 203 - Bibliography - Historical
LS 204 - Book Selection and Acquisition
LS 205 - Cataloguing and Classification
LS 206 - Documentation
LS 207 - Library and the Community
LS 208 - Library Education
LS 209 - Methods of Research
LS 210 - Organisation and Administration
LS 211 - Reference
LS 212 - History of Libraries.[18]

The D.L.S. Syllabus covered the same subjects with the exception of the omission of Library education and Methods of research and the addition of a course in Readers services and technical services.[19]

The early M.L.S. curriculum was, on paper, the same as that of the B.L.S. with the exception of the omission of Library and the community and library education.[20]

Department of Library Science, Ahmadu Bello University, 1970/71 -

Aims and Objectives

In 1973/74 the aims and objectives of the Department were spelled out in detail by Professor Ronald Benge. These objectives provide insight into both present and future programs of the Department. They are:

1. To educate library staff and particularly the senior librarians of the future.
2. To enable potential library staff to acquire basic qualifications.
3. To set up a programme which will provide not only for the acquisition of techniques but also for a true professional education and for liberal studies.
4. Bearing in mind the absence of adequate in-service training in many libraries to provide for practical training in so far as this is possible.
5. To provide foundation leading to the conduct of genuine research in library studies.
6. To establish a Library and documentation centre on professional development in Nigeria.

7. To publish the results of work done by staff and students of the Department.
8. To organize conferences and workshops to advance professional knowledge.
9. To develope a programme appropriate to the needs of libraries in Nigeria with particular reference to the Northern States.
10. To assist in working out a role for Libraries in National Development: at present this involves special emphasis on public library development in the Northern States.
11. To work for the improvement of the status of the library profession.
12. To provide a vital link in the development of school libraries.
13. To inculcate ideals of professional service.
14. To build up relations with the outside world both within and outside the profession.
15. To work for an equitable national acceptance of professional qualifications.
16. To foster the process of decolonisation by providing a forum for the study of national needs in librarianship.
17. To establish the foundations for the Nigerianisation of the Department. This involves not merely Nigerian staff but an attempt to arrive at relevant national policies.21

Physical Facilities

The newly designated Department of Library Science joined the Faculty of Education in its new building in 1971/72. It occupies a floor of the Faculty complex

where it shares office and classroom facilities as needed. A combination library school and education library is developing to supplement the holdings in librarianship of the main University library. A diploma holder, Mr. J. T. Aleraiye, is the Department's librarian.

Staff

The staff situation improved remarkably in 1970/71. Professor Grey-Theriot had become a full time professor and Head of Department. The staff strength at that time was given as follows:

Full-Time Staff

J.M.M. Grey-Theriot, C.B.A., B.S., M.A., M.A.L.S.
Professor and Head of Department (U.S.A.)
Mrs. M. H. Stewart, B.Sc., M.Sc., Postgraduate Dip. Social Anthropology, B.Litt. -
Senior Lecturer (British)
Mrs. D. Bozimo, B.A., M.L.S. - Lecturer (Nigeria).
Mrs. M. Mason, B.A., A.L.A., M.A. (British)
Miss J. Corran, B.A. (Hon), Dip. in Lib.
Lecturer (British)
Miss Judith Allen, B.A., M.A., M.A.
Lecturer (U.S.)

Visiting Lecturers

Mrs. M. Parfitt (U.K.)
Miss P.M.J. Edwards (U.K.)
Mr. N. O. Ita (Nigeria)
Mr. Brian Armitage (U.K.)[22]

The school continued to suffer from constant changes of expatriate staff. A second Nigerian lecturer,

Mallam A. Mohammed, joined the staff in 1971 and taught for a year before proceeding to America for doctoral studies.

In 1971/72 the staff increased slightly and was composed of the following:

Full-Time Staff

J.N.M. Grey-Theriot, C.B.A., B.A., M.A., M.A.L.S. - Professor and Head of Department.
Mrs. M.H. Stewart, B.Sc., M.Sc., A.L.A., Dip.Soc. Anthro., B.Litt. - Senior Lecturer.
Mrs. D.O. Bozimo, B.A., M.S.L.S. - Lecturer.
Mrs. M.G. Mason, B.A., M.A., A.L.A. - Lecturer.
Mrs. J.A. Ugonna, B.A., Dip.Lib. - Assistant Lecturer.
Mrs. J. Myada, B.A., M.A., M.A.L.S. - Lecturer.
Malam A. Mohammed, B.A., M.L.S. - Lecturer.

Visiting Lecturers *

Mr. Brian Armitage, F.L.A. - Medical Libraries.
Miss P.M.J. Edwards, M.B.E., B.Sc., - Agricultural Libraries.
Mr. N.C. Ita, LL.B., F.L.A. - Law & Social Sciences Libraries.

* There will be other visiting lecturers in addition to the ones listed above from time to time.[23]

In 1972/73 Professor Grey-Theriot resigned to become librarian of the College of Technology, Port Harcourt. After an interval, Prof. Ronald Benge who had taught at the Department as a visiting lecturer in the first term took up duties in April 1973 as the Head of the Department. Mrs. Myada and Mrs. Bozimo

provided staffing continuity together with Miss Rosemary Mould, a VSO lecturer (to become Mrs. Zalin during the session) and Larry Aimey, a CUSCO Lecturer. Miss A.N. Rogers, librarian of the Samaru library, supervised practicals and served as a librarian/ demonstrator.

The staffing situation has continued to improve under the administration of Professor Benge. The Department of Library Science Newsletter of March 1974 noted:

> The Department, although still not up to establishment now includes the following full time members of staff. Five of these have joined the Department since October, 1973.
> Professor R.C. Benge, M.A., F.L.A. (Formerly at College of Librarianship, Wales and Department of Library Studies, University of Ghana).
> Mrs. Doris O. Bozimo, M.L.S., B.A., Lecturer (Now studying at Columbia University, U.S.A. for Ph.D).
> Mr. Colin Canday, B.A., F.L.A. - Lecturer (VSO) (Formerly Research Assistant. Bibliography Liverpool University).
> Mallam Abdullahi Mohammed, B.A., M.A.L.S., - Lecturer (Now studying at Northwestern University, U.S.A., for Ph.D).
> Mr. Abdul Moid, Ph.D., M.L.S. - Reader in Library Science. (Formerly Librarian and Head of the Department of Library Science, University of Karachi).
> Mr. Cavan McCarthy, B.A., A.L.A. - Lecturer. (Formerly at the Brotherton Library, Lees and conducted Library Research for 1 year in Brazil).

Mrs. J. E. Myada, B.A., M.A., M.A.L.S. - Lecturer. (Formerly Cataloguer, University of Wisconsin Library, U.S.A.)
Miss A.N. Rogers, B.A., A.L.A. - Lecturer and Librarian of Samaru Public Library. (Seconded from Surrey County Library, U.K.)
Mr. I. N. Zia, M.L.S., M.A., Dip.Lib. - Lecturer. (Formerly Assistant Professor, Department of Library Science, University of Karachi).
Mr. J. T. Aleraiye, Dip.Lib. (ABU) Departmental Librarian.
Mallam S. Kolade Idirisu (Departmental Secretary).

Part-Time Staff

As a result of their services the Department was able to survive a difficult period without too much loss.
Mrs. M. Caswell, B.L.S. (ABU) Kashim Ibrahim Library.
Mr. John S. Oke, B.L.S. (ABU) - National Youth Service deferred.
Mrs. M. Parfitt, B.A., Dip.Lib. (Ibadan) (October 1973 - March, 1974).
Mallam A. Tahir, B.A., M.L.S. - President Kennedy Library, Ahmadu Bello University, Zaria.[24]

Lecturers from College of Librarianship, Wales -

As a result of the initiative of the Principal of CLW Wales, Mr. Frank Hogg, a scheme has been set up to provide one lecturer per term on secondment. The project is jointly financed and administered by Ahmadu Bello University, College of Librarianship, Wales and the Inter- ... University Council.
During 1973/74 the Department benefitted from the presence of:
Mr. Griffith R. Hughes, B.A. (1st term) and Mr. Michael Wise, F.L.A. (2nd term).
Both lectured in Bibliography and Reference Work.[25]

Students

Student enrollment since 1970 has been broadly as follows:

	DLS 1st year	DLS 2nd year	BLS 1st year	BLS 2nd year	BLS 3rd year	MLS	Total
1970/71	11	10	approx. 8	10	6	3	48[26]
1971/72	approx. 15	approx. 11	approx. 17	approx. 8	approx. 10	-	61[27]
1972/73	28	15	25	17	8	-	93[28]
1973/74	30	26	40	23	16	7	142[28]

Degrees Awarded

The Department currently awards a two year non-graduate Diploma for library technician level, a three year B.L.S., and an M.L.S. by course work and thesis which is being developed into a two-year full-time programme.

Curriculum

The diploma course curriculum covers purely professional subjects: Cataloguing and classification, Reference, Administration, Book selection (merged with

Technical Services in 1973), Library and the community, Technical services, Bibliography, History of Libraries; and Children's literature.

The B.L.S. includes academic courses, one of which was a foreign language requirement until 1973/74 when this became an option. The Department is considering restoring it as a requirement. The B.L.S. also requires a thesis. The Department hopes in time to be able to publish the better theses as a contribution to the creation of needed professional literature. The professional component of the curriculum of the BLS (as given in the 1971/72 syllabus) was:

1st year: Organization of knowledge, Reference, Administration of Libraries, Library and the Community;

2nd year: Organization of knowledge, Reference and bibliography, Administration of Libraries, Book selection, Technical services;

3rd year: Methods of research, Organization of knowledge, Bibliography, Book production and publishing. Either Children's literature or Documentation.[29]

The M.L.S. course outline given in 1971/72 comprised professional courses in Methods of research, Organization of knowledge, Reference and information service, Book selection, Bibliography, Administration

of Libraries, Book production and publishing.[30] In 1973/74 Dr. A. Moid was put in charge of developing the Master's programme. The Department favoured a basically research degree like that of Ibadan.

Practical experience has throughout received emphasis and every effort continues to be made to increase its relevance. It is a required part of the programme, however, only in the Diploma course where it approximates "practice teaching" for NCE (Nigerian Certificate of Education). The Department utilizes the following near-by libraries for practicals: the Kashim Ibrahim Library (Library of the University), the President Kennedy Library (Library of the Institute of Administration), Institute for Agricultural Research Library (not used in 1972/73), the Medical Library of the University, and the Samaru Public Library run by the University which serves as the school's teaching laboratory for public librarianship. The University staff school library is a potential practice library for teacher/librarians. In 1973/74 library school students took on the organization of selected departmental libraries at ABU as a project. This work is being done under close supervision of staff.

Ronald Benge in an un-published position paper analyzes the importance of practical work in a developing country as follows:

> The importance of this type of practical work seems to me much greater in developing countries because in many cases there will be little or no guidance (training) in the libraries where students take up appointments. Many of our students take up Special Library posts where they are in charge of the library, and nobody else in the organization will even understand what the problems are. For this reason practical training becomes a responsibility of the teaching agency - and we cannot evade it by preaching the importance of theory.[1]

The school's development plans envisage no extensions beyond the present three programmes - Diploma, B.L.S. and M.L.S. It is planned that the M.L.S. which has only been offered on a part-time basis should become a full-time two year programme in the 1974/75 session. Much thought is currently being given to curriculum revision. Specialization in Documentation/Information Science and/or Archival Studies at the Master's level is under consideration. Although no distinct qualification has yet been proposed the Department will place an increasing emphasis on school library needs. Joint discussions held in 1972/73 between the Ministry of Education, North Central

State, and the Library School on ways of developing the State's School Library Service lead one to suppose that the school library emphasis may be greatest at the diploma level where one of the existing options is in Children's literature since at the time of these discussions it was concluded that the Ministry should train school librarians in the two year diploma course for school certificate holders.

Achievements

The Department of Library Science enjoys a relatively strong position in the Faculty of Education where its Head alternates with the Head of the Department of Education as Dean of the Faculty. While the Department does not yet have a Nigerian as head, it has two Nigerian lecturers, Mallam Mohammed and Mrs. Bozimo (both on study leave in 1973/74), and a third who is Nigerian by marriage, Mrs. Nyada, on the full-time staff. Two others, Mr. John S. Oke, B.L.S. and Mallam A. Tahir, B.A., M.L.S. joined the part-time lecturing staff for 1973/74.

Enrollment figures for 1973/74 are 143 with every indication that enrollment will continue at this level

or even increase during the coming year.

The school has trained the following librarians:

Year	Certificate Awarded	Number
1968/69 -	Diploma in Library Science	43
1968/69-	B. L. S.	24 (approx.)
1969/70-	M. L. S.	1

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CHAPTER IX

DEPARTMENT OF LIBRARY STUDIES, UNIVERSITY OF GHANA, LEGON, GHANA

Achimota Training School for Librarians, 1944-1945

The Library Association Record of June 1945 carried the following news item:

> An interesting letter about a Library School in West Africa has been received from Miss E. S. Fegan, M.A., who many members will remember was formerly Librarian to Girton College, Cambridge, and the University Museum of Archaeology and of Ethnology, Cambridge.
>
> The School, which is established at Achimota College, Accra, Gold Coast, is being financed partly by the British Council and partly by the Governments of the three Colonies of Nigeria, Gold Coast and Sierra Leone. Although there is a Library School at the University of Cape Town and vacation Schools have been held in other parts of the Union of South Africa, this is certainly the first Library School to be held in West Africa, and the first attended entirely by Africans.[1]

Miss Evelyn Evans, the first Director of the Ghana Library Services, recounts in her book, A Tropical Library Service, that Miss Fegan had earlier recommended the establishment of such a school for West

Africa to be located at Achimota in her unpublished 1941 report to the Colonial Office of her survey of "Library Needs in West Africa." In this report Miss Fegan had written:

> If the best use is to be made of the libraries, they must be in charge, or under surveillance, of a trained librarian. I was glad to find this view was shared by most responsible people whom I met. The librarians should be Africans, both to ensure continuity of service and I think a well-qualified man should best serve his own people.[2]

The Colonial Office having approved the report, Miss Fegan herself together with Miss K. Ferguson arrived in Achimota in early 1944 to start the training course for librarians under the joint auspices of the British Council and the four Colonial Governments.

The course was envisaged as being of two years duration--one year of lectures leading to the Library Association entrance examination and a second year of practical work under the supervision of the British Council librarian in Accra. Fourteen persons attended the course: six from the Gold Coast (including G.M. Pitcher, presently Librarian, University of Science and Technology Kumasi), six from Nigeria and two from Sierra Leone.

G. M. Pitcher described the course in a 1971 article in these words:

> The course began in September 1944, and was conducted by Miss E. S. Fegan, a most extraordinary woman who, even though she was in her late seventies, was as indefatigable and alert as the youngest of the students.
>
> Most of the practical work was done in the Achimota School Library. The English part of the syllabus was taken care of by lecturers in English of the Achimota School. At the end of the course in June 1945, the students sat for the Entrance Examination of the L.A. of England, which in time became the 1st Professional Examination.
>
> The school wound up and the foreign students went back to their homes, but the Ghanaian students who were on Government scholarship were distributed to the existing libraries - the British Council Library, the Achimota School Library and the Education Department Library for another year of practical work.[3]

This school was discontinued after only one stream of students because of limited employment prospects. In the words of the Library Advisory Committee which took the decision:

> The prospect 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 enrol students for whom there was no definite prospect of employment. The committee discussed generally the future of the Librarian's Training School. It considered that the demand for a training school would continue for some years to come, but that no definite recommendation could be made until Government library development policy was formulated.[4]

Ghana Library School, 1962-1965

Aims and Objectives

> The rapidly expanding library services of West Africa urgently need properly trained and qualified staff. In response to this need a Library School is being established in Ghana under the auspices of the Ghana Library Board.
>
> In the first instance the School will provide courses leading to the Associateship of the British Library Association, but the aim will be to build up as soon as possible an Institution which will run courses specifically related to African circumstances. The London qualification is a necessary temporary policy, and emphasis will be placed on African problems as far as the syllabus permits.5

Historical Development

The closure of the Achimota Training School did not go unprotested. Efforts were made to reopen the school, but without success. Miss Evans, then British Council Librarian, stepped into the breach with in-service training courses.

In 1947 after another unsuccessful effort to reopen the school the alternative of training librarians in the library schools of England was accepted by librarians in Ghana who decided to request for this

purpose funds originally offered by the Carnegie Corporation and suspended during the war. The request was accordingly made and the sum of £5,760 in Carnegie grant funds was handed over to the Trustees of the Gold Coast Library Board when it came into being 1st January 1950.[6]

The Library Board performed in-service training for its staff and that of the other Ghana libraries. The better of those who began their studies in this way were then sent to Britain on scholarships to conclude their studies. J. C. Harrison in his 1960 report recommending the Ghana Library School quotes the number of Ghanaian librarians who qualified in this way as chartered librarians between 1950 and 1960 as seventeen out of which two subsequently died, an annual output of 1.5![7]

At the time of the Ibadan Seminar and for some years thereafter Miss Evans, Director of the Ghana Library Services, had serious reservations about the program of library education which the Seminar had recommended. She was, in fact, convinced of the value of the practical over the theoretical approach, especially for training public librarians.

In 1956 the Library Board forwarded to the Government of Ghana a statement on "Establishment of a West African School of Librarianship" in which it recommended both full time and part time students as well as short courses for school librarians and a program to prepare students for the English Library Association Examinations. Government set up a Committee to consider these proposals and the Committee submitted its report based in large part on the earlier recommendations of the Library Board to Government in July of that year. It recommended that the school be located in Accra attached to the Accra Technical Institute. "Unfortunately," Miss Evans writes, "the Government decided 'that the priorities of other needs are such that we must abandon the idea for the present.'"

Meanwhile although plans were moving ahead for the Institute of Librarianship at Ibadan this had little effect on planning for library education in Ghana. At the W.A.L.A. Conference of 1959 when Miss Evans addressed the delegates and mentioned the 'proposed library school' at Ibadan, she stated her opinion:

> . . . that for purposes of public librarianship such a school would be of little use. If or when established it would

> certainly meet the needs of University and Special Library staff, but with the wider aspects of librarianship which have to be covered by the Public Librarian, something more than just academic training is required. ... In-service training combined with subsequent attendance at a library school would appear to best suit the needs of staff training in a new public library system. And I would like to emphasize the value of being able to work in and visit well-established public libraries overseas, and the value that travel abroad gives to the broadening of an individual's mind.[9]

Ibadan duly took in its first class in 1960. Not surprisingly, no Ghanaian was present.

In a Tropical Library Service, Miss Evans gives credit for the foundation of the Ghana Library School to Dr. Kwame Nkrumah, then Prime Minister. Mr. R. C. Benge, Principal of the Ghana Library School has also commented on Dr. Nkrumah's interest, stating, "The Ex-President of Ghana, Dr. Kwame Nkrumah, was personally interested, and indeed, set the wheels in motion."[10] S.I.A. Kotei notes that it is likely that the Prime Minister was encouraged by a survey of high level manpower which recommended that "particular attention will have to be given to increasing the number of trained librarians who would help promote the spread of literacy and change in reading habits."[11]

Accordingly the Board invited Mr. J.C. Harrison, Manchester School of Librarianship, to Ghana and commissioned him to make recommendations for library education in Ghana. Mr. Harrison concluded that Ghana would need not less than 50 additional qualified librarians in a few years and that a library school in Ghana was the answer to her need to produce more qualified librarians more quickly than was possible by relying on sending them all abroad. His report submitted to the Board was in line with Miss Evans thought and the previous recommendations of the Library Board. It advocated a non-university school which would run courses for the British Library Association examinations. Mr. Harrison recommended that the school be attached to the Headquarters of the Ghana Library Board at Accra.

Justifying his recommendation of a non-graduate school Mr. Harrison wrote,

> The problem of providing for what may be held to be the special needs of graduate-entrants to librarianship is one that at the moment scarcely exists in Ghana. Outside the Library of University College, where one or two graduate-assistants have recently been appointed to the staff, there is not a single Ghanaian graduate employed in librarianship. This situation may be deplored and will most certainly change, but there is nothing to indicate that there will be any significant

> change in the near future and Ghana's need to produce many more qualified librarians much more quickly than at present is one that must be met in the immediate future. It may well be that the future will call for a post-graduate school of librarianship in Ghana similar to those established at Ibadan, University College, London, and more than thirty universities in the United States and Canada. It may indeed be thought desirable for the very small number of graduate-entrants to be encouraged to pursue their professional studies in the United Kingdom, Nigeria or the United States. Most certainly there is not room in West Africa at the present time for two post-graduate schools of librarianship and some time should be allowed to elapse before any further consideration is given to such a proposal. The Ibadan experiment is an interesting one and deserves the support of all who are concerned with the future development of the profession throughout West Africa. It is, of course, much too early to judge whether the experiment will justify the confidence of the Carnegie Corporation in their support of it and, unfortunately, it would seem to have little to offer towards the solution of Ghana's urgent problem.[12]

The Harrison report recommended a three-year course covering the First Professional Examination and the Registration Examination of the Library Association: the first year to be one of preparation for the First Professional Examination of the Library Association, the intermediate year devoted to organized in-service training in libraries approved by the Library Board, and the third year concentrated on studies for the Library Association Registration Examination.

The Harrison Report was implemented in 1961. Mr. R. C. Benge was appointed Principal and the first fully organized courses began in January 1962.

Physical Facilities

R. C. Benge, the first Principal, described the early physical facilities in these words:

> The School was duly set up but could not at first 'open its doors' because there were no doors to open, and the separate new building (rather box-like but most satisfactory) did not take its place alongside the Central Public Library in Accra until half way through 1962. The growth of new institutions has its own fascination and often proceeds by devices which are best left unreported. This one was no exception, and there were what are usually called growing pains, which were, however, far from disabling. The School became residential; we acquired a hostel (or what became one) elsewhere in Accra, and the School bus plied to and fro. It is apparent that a residential system makes a considerable difference to the study capacities of students who learn as much from each other as from lecturers.[13]

The new library school building contained two air-conditioned classrooms and a library of professional text books and periodicals.[14]

Staff

The Principal, R. C. Benge, F.L.A., remained the guiding light of the school throughout its existence. He was assisted on a full time basis for the school's first two years by John Roe, and for the school's last two years by John Linford, both able British library educators.

In 1963 the Principal reported that the school had three expatriate lecturers and one Ghanaian lecturer, with a Danish Unesco expert on book production techniques, a Ghanaian teacher of the French language, and also occasional help from practicing librarians.[14]

In a 1967 article Benge commented on his staff in these words,

> One of the favourable factors was, of course, the existence of dedicated teaching staff. Since we were dealing with Library Association examinations, it was necessary to recruit British lecturers. John Roe (now at the College of Librarianship, Wales) dealt with the complications of British Library Organization for two years while for a similar period John Linford (now at the Eastern Caribbean Regional Library School) brought the message of Ranganathan to West African shores: he also devised a faceted classification scheme for the School Library. At different times we obtained the valuable services of the Ghanaian lecturers John Villars, David Cornelius and Sam Kotei (now at the University Department).[15]

Students

During the first year there were approximately two dozen students; in 1963 the number had risen to thirty, two of whom were from Sierra Leone and three from Nigeria. When this type of training came to an end in 1965 it had produced twenty-six professionals who had completed the Library Association Registration Examination and twenty-two more who had completed the new Part two of the Library Association examinations--[16] a total of 48 librarians: 39 Ghanaians, 8 Nigerians, and one from Sierra Leone.

All Ghanaian students received Government scholarships and the Principal mentions this as a factor which gave financial stability to the school.

Degrees Awarded

The School throughout its existence provided courses leading to the Associateship of the British Library Association (A.L.A.)

Curriculum

The Syllabus was that of the Library Association. The first prospectus says of it, "Further details are

given in the annual Students' Handbook and the Yearbook of the Library Association.

The first syllabus was composed of four papers for the first professional examinations:

1. Librarianship: purpose
2. Librarianship: methods
3. Library Stock: description and arrangement.
4. Library Stock: use

For the registration examination the seven papers were:

Group A	(i)	Classification
	(ii)	Cataloguing
	(iii)	Practical classification and cataloguing
Group B	(iv)	Bibliography and documentary reproduction
	(v)	Assistance to readers
Group C	(vi)	Organization and administration
Group D	(vii)	Literature of a special subject.[17]

Major changes in the pattern of library education in Britain and the policies of the Library Association took place in 1964. Correspondence courses came to an end, library education moved to library schools in Britain and it was no longer feasible for overseas schools to prepare students for the British L. A. Examinations. The last students of the Ghana Library School sat the new final examination of the Library Association in June 1965.

Department of Library Studies, University of Ghana, 1962 -

Aims and Objectives

> The certificate in librarianship prepares library assistants to fully support professional librarians in various library operations . . . the post-graduate diploma prepares future librarians to occupy beginning professional positions in any type of library . . . the M.A. in Library Studies provides mid-career educational opportunities to prepare professional librarians to: 1) become library administrators; 2) plan and conduct research in library studies; 3) formulate, demonstrate and assess new methods and approaches to library service in Africa.[18]
>
> The basic objective of the Department of Library Studies (of the University of Ghana) is to play its full part in satisfying the manpower needs for all libraries in Ghana:
>
> 1. To select, educate and otherwise prepare candidates for entry into basic professional positions in libraries.
> 2. To provide mid-professional career training for future administrators, educators and researchers in the field of libraries and librarianship in Africa.
> 3. To train supporting library staff.
> 4. To conduct and disseminate research, investigation and discussion in the field of library studies in Africa.
> 5. To assist and cooperate with libraries and library oriented bodies in Ghana and elsewhere in building total library service and making it available to all citizens of Ghana.[19]

Historical Background

Concerning the future trend of library education in Ghana R. C. Benge spoke to the inaugural conference of the Nigerian Library Association in December 1963 as follows:

> . . . We have to agree that the aim of us all is to ensure that we have a graduate profession. I do not think there can be any doubt about that any more. How is this to be done? At the present time we are taking the British L. A. examinations because we have to. We have to bear in mind that not being a university institution we must create some kind of status, so that when we do offer our own qualification it shall have some standing. ... Personally I would like to see in preference to a diploma a three-year honours degree course in Library Studies. ...[20]

Writing in 1967 R. C. Benge described the process by which the Ghana Library School became the Department of Library Studies:

> We had always envisaged a programme which would be more relevant to Ghanaian conditions, and for a variety of reasons such a project could only be set up at university level. It was planned therefore that the Ghana Library School, or rather its functions and some of its staff and equipment, should be transferred to the University of Ghana, Legon, which is near Accra. After much preparatory work the University in October, 1965 set up the Department as it exists at present, and roughly speaking with a programme in accordance with our original proposals. Once again there were propitious circumstances which inter alia included support from several sources outside the University,

> such as the Ghana Library Board and other Government agencies. The fact that the Ghana Library School had already demonstrated the need for professional education within the country was also relevant. In addition the Ghana Library Association gave its approval and so a concerted effort was possible. Finally enthusiastic support which was quite decisive came from John Dean, then librarian of the University of Ghana, and from Miss Evans herself.[21]

Physical Facilities

The Department of Library Studies, Faculty of Social Studies, was housed initially in the Balme Library of the University. In 1968/69 the Department moved into its new prefabricated building with one large classroom, one seminar room, a library school library and five offices. Another prefabricated building to house Archival Studies was being erected in 1973/74.

The major collection of librarianship documents numbering several thousand is housed in the Balme Library. A Departmental Library is being developed as a "teaching collection." Additionally the Department was in 1972 officially designated as the National Information Transfer Centre to cooperate with Unesco in the International Information System on Research in Documentation (ISORID). As such, a strong collection of information on research activities

and efforts in the field of documentation, libraries and archives in Ghana in particular and Africa in general is being assembled.[22]

Student numbers have been curtailed to date by the university quota on admissions determined by facilities for residence on campus. The University is in 1973/74 erecting additional halls of residence and it is hoped that student intake can be increased.

Staff

Staffing has from the beginning been a major problem of the department. The initial establishment provided for a head of department, one senior lecturer, two lecturers, and two part-time lecturers.[23] R. C. Benge became acting head of Department in 1965 and remained through 1967. He was supported on a part-time basis by S.I.A. Kotei, the most experienced Ghanaian library educator, and other practicing librarians.

In 1967 R. C. Benge resigned to return to England for personal reasons. S.I.A. Kotei became a full-time lecturer and with the help of four part-time lecturers including the university librarian he taught the first four post-graduate diploma students (2 Ghanaian men, 1 Ghanaian woman and 1 Nigerian woman) throughout their

first year. At the beginning of the second year (1968/69 session), Prof. John Harris, first Director of the Institute of Librarianship, University of Ibadan, was appointed Head of the Department. In that year also the present head, Andre Nitecki, joined the staff, beinging the full-time staff to three.

At the end of the 1968/69 session John Harris resigned to return to Nigeria as the librarian of the Institute of Technology, Benin (now University of Benin). Andre Nitecki was appointed acting head of Department in 1969 and Professor and substantive head in 1973. From the 1969/70 session through that of 1972/73 Andre Nitecki and S.I.A. Kotei comprised the full-time lecturing staff. Mrs. C.O. Kiesiedu joined them as a full-time lecturer in October 1973.

The Department has relied heavily on part-time lecturers--among Ghanaians notably David Cornelius, D.K. Opare-Sem, Mrs. Christine O. Kisiedu, and A.K. Gyebi; while among expatriates may be mentioned Miss Ivy Hill, VSO, (Certificate course 1970/71), Mr. Arthur Davis Bentley, British Council Librarian (Library Administration, 1972/73), Mrs. Eula Pace

The lecturer in Library Administration on the post-graduate level and those in General Office Administration and in Typing on the Certificate level are from the School of Administration.

The Staff of the Department for the 1973/74 session together with courses taught is as follows:

Full time staff:	Subjects:
Prof. A. Nitecki: Head of Department	- Library Administration - Technical Services - Mechanical Preparation of Library Materials
Mr. S.I.A. Kotei: Senior Lecturer	- Library in Society - Services to Readers - Public Relations
Mrs. C. O. Kisiedu: Lecturer	- Technical Services - Practical Examination - Mechanical Preparation of Library Materials - Use of Classification and Catalogues
Part-time Lecturers:	
Mr. D. Cornelius: Principal Librarian, Accra Central Library	- Introduction to Librarianship
Mr. M. Galvin: (Exchange Officer and Librarian, Department of Library Studies)	- Services to Readers - Public Relations
Mr. A. Gyebi: School Libraries Officer, Ghana Library Board	- Introduction to the Administration of Small Libraries
Mr. D. Opare-Sem: Scientific Information Officer, C.S.I.R.	- Special Libraries - Technical Services - Mechanical Preparation of Library Materials

Staff from other Departments of the University

Mr. Akuamoah-Boateng: School of Administration	- Library Administration - General Office Administration
Mr. J. Norrish: Language Centre	- Introduction to the Administration of Small Libraries
Mr. M. York: School of Administration	- Typing

Office staff:

Mr. E. Kaleonah	- Departmental Secretary
Miss J. Bonaparte	- Departmental Assistant
Mr. F. Atinga	- Messenger.[24]

A ten year projection drawn up by the Head of the Department in 1973/74 envisages a staff establishment for the Department of Librarianship of 2 professors/associate professors, 2 senior lecturers, 4 lecturers and 10 part-time lecturers in 1977/78 rising by 1983/84 to 3 professor/associate professors, 3 senior lecturers, 6 lecturers and 11 part time lecturers.

The staff for Archival Studies will be composed initially of a director and two lecturers to be supplied by UNESCO through UNDP. Other lectures will be given by staff of the Ghana National Archives.

An Advisory Board of Library Studies composed of the Vice-Chancellor, University Librarian, representatives of major libraries in Ghana and the Ghana Library Association

held its inaugural meeting 6 November 1971. The Board's function is"to advise and co-ordinate with the Department in the programming of courses . . . designed for the specific needs of Ghana and the regulation of manpower output according to projected vacancies."[25]

Students

The Department began a three-year BLS course during the 1965/66 academic year. Twelve students who had already done one year in the University enrolled, but two left soon afterwards. The ten graduates with a B.A. degree in librarianship graduated in 1967. As these were the first librarians to hold the B.A. in librarianship as a qualification they experienced employment difficulties, resulting from a general feeling that without a subject specialty in addition to librarianship they could not be rated as graduate librarians.

University authorities soon became aware of the general dissatisfaction with the B.A. course. With the resignation in June 1967 of the acting head, Ronald Benge, the course was suspended. G. M. Pitcher notes that at this point, "The perennial question of whether to continue the course in librarianship loomed up again. Fears were again expressed that there would be no employment for too

many library graduates especially as there was a limit to the number of senior posts in existing libraries which these graduates would expect to occupy."[26]

The solution of the Department of Library Studies was to discontinue the three year degree course and replace it beginning with the 1967/68 session with a two year programme leading to a post-graduate diploma--the first year being course work and the second research. There were four students in the programme - three undertook bibliographies and one a thesis. After the first output of four had graduated in 1968/69 with the two year post-graduate diploma, the duration of this programme was shortened to one year.

No admissions were made to the post-graduate programme during the 1969/70 session. The next intake was in 1970/71. Since that time average intake has been 5 per year. Students are of high quality; admission to the post-graduate diploma programme calls for at least a second class degree.

Following a preliminary survey of library assistant requirements in the country and discussions with employing authorities a syllabus for a certificate course for library assistants at the sub-professional level was formulated. This course began in 1970 as two consecutive

summer sessions with practical assignments in the intervening year. From the 1972/73 academic year it became a full-time residential course lasting one academic year.

Minimum entrance requirements for the Certificate programme are five GCE "O" level passes including English, two years working experience in a library, and a successful pass in the Department's entrance examination. All students are nominated by their employers to whose service they return after completion of the course. The level of students is high, some even having two "A" level papers--the university entrance requirement.

The Department's Newsletter of May 1972 states that:

> The Public Services Commission of Ghana has recently equated the Certificate of Librarianship of the University of Ghana with (i) Part I of the Registration Examination of the Library Association plus one year's post-qualifying experience in a library or two years practical experience in librarianship prior to entering for the Part I examination or (ii) the First Professional Examination of the Library Association plus three years' practical experience in a library; or (iii) the General Certificate of Education with at least two passes at the "Advanced" level plus three years' practical experience in a library.[27]

A total of 41 certificate holders had been trained by the Department through June 1973.

Although the University authorities gave their approval for the establishment of a program leading to a Masters of Arts degree to begin in October 1972, this proved impractical and the first M.A. students, 4 in number were admitted in October 1973.

The projected programs in archival studies are expected to start at the post-graduate level in November 1974. Governments will nominate candidates and an estimated total of twenty from all English-speaking African countries are expected for the first year.

A ten year projection drawn up by the Head of the Department calls for the annual intake of students to rise as follows:

	1973/74	1977/78	1983/84
Certificate in Librarianship	10	12	20
Certificate for Archival Assistants	-	20	25
P-G Diploma in School Librarianship	-	7	12
P-G Diploma in Library Studies	6	8	12
P-G Diploma in Archival Studies	-	8	12
M.A. in Library Studies	4	6	13
M.A. in Archival Studies	-	-	9
Ph.D. in Library and Archival Studies	-	-	5
Total:	20	61	108

Degrees Awarded

The early qualification awarded by the Achimota Training School and the Ghana Library School was the Associateship of the Library Association.

The Department of Library Studies has moved from its initial program of a B.A. in Librarianship to post-graduate professional training at two levels--a post-graduate diploma of one years duration and an M.A. by research which lasts an additional year. At the non-professional level a one year certificate course for experienced library assistants is offered.

Curriculum

The curricula of the present programs (post-graduate diploma and non-graduate certificate) reflects the traditional core. The time spent (nine months) is felt by both staff and students to be too short for additional courses. The post-graduate diploma is based on the following curriculum: Administration, Technical Services, Services to Readers, Library in Society, a course in the bibliography of a special subject field or service in a special type of library (courses offered vary according to the availability of part-time lecturers) and

preparation of a bibliography or other approved subject. Each course runs for the entire nine months, but the project often extends beyond nine months into the long vacation. Each course utilizes both lecture and seminar method. The present orientation is toward American techniques with an emphasis on library applications in Africa.

Mr. S.I.A. Kotei is developing through the vehicle of his course in The Library in Society a philosophy of librarianship embracing the library's utilization of oral tradition and indigenous cultural patterns to make it an effective tool for enhancing village life and improved standards of living as well as more broadly social, economic and cultural development in the national and continental context.

An interdisciplinary approach is in use in the administration course which is taught in the first term by the Faculty of Administration and in the second term by the library school.

The M.A. in library studies is not intended as a first professional degree. Admission is restricted to persons who have already obtained the post-graduate diploma in library studies or its equivalent.

The requirements for completion of the M.A. include three three-hour papers and a dissertation of not less than 20,000 words. The course areas from which candidates are to select the three papers in the proportion of two papers from one speciality and one from any other specialty are:

1. Library administration;
2. Comparative librarianship;
3. Classification and cataloguing;
4. Library research;
5. Information science.

The syllabus of the one-year Certificate course is more closely geared to the tasks of intermediate level workers than the more nearly professional syllabuses of the Nigerian para-professional courses. It comprises Introduction to librarianship, Introduction to the Administration of small libraries, Mechanical preparation of library materials, Use of classification and catalogues, Public relations, and General office administration. Typing is also taught.

The Department of Library Studies in cooperation with the National Archives of Ghana is planning the establishment of a Regional Training Centre for Archivists which would draw candidates from English-speaking African countries, and which would be attached to the Department.[28]

Pending the approval of the United Nations Development Programme (UNDP), it is anticipated that the Centre will commence operations in 1974/75 under the auspices of Unesco, through the International Council of Archives and with a grant from the UNDP. The cost of the first four years of its operations is to be borne by a UNDP grant and subsidized by the Ghana Government and the Ghana National Archives.

Proposals for the establishment of archival studies within the Department were considered as early as 1966. In 1967 a visiting delegation from the International Council on Archives (ICA) held preliminary discussions with the Department, and subsequently developed a comprehensive programme of archival studies for tropical Africa which it submitted to the Ford Foundation.

The Ford Foundation having given a negative response the Division for the Development of Documentation, Libraries and Archives of Unesco submitted the ICA proposal to the United Nations Development Programme (UNDP) which agreed to fund it. Cooperating Governments of Ghana, Kenya, Liberia, Nigeria, Sierra Leone, Tanzania and Uganda are expected to send their students to the Centre.

Two programs will be offered--a post graduate diploma for which candidates must have a first degree preferably in History or Political Science and a Certificate for Archival Students for which the entrance requirement is 5 GCE "O" level passes including English, two years working experience in an archival institution and a satisfactory performance in the entrance examination.

The proposed syllabus for the Post-Graduate Diploma in Archival Studies based on International Council of Archives guidelines comprises four three-hour papers in: 1) Records management, 2) Archives administration, and 3) Library methods, as well as a choice of: 4) African history, or 5) Political history of Africa. The syllabus for the Certificate for Archival Assistants comprises five three-hour papers in: 1) History of Anglophone Africa from the colonial period to the present, 2) Introduction to archival studies, 3) Treatment of archives, 4) Mechanical preparation of library materials, 5) General office administration, and 6) Practical examination in techniques and methods of preparation of documents for storage and retrieval.

Specialization in information science/documentation is viewed favourably and, in fact, information science is

one of the proposed course areas for the M.A. programme. Its implementation particularly at the level of specialization will require additional resources and staff.

Plans and proposals are being drawn up for a Post-Graduate Diploma in Library Studies for teacher/librarians to last one academic year and cover the following courses: 1) Children's and young adults' literature, 2) Administration of school libraries, 3) Use of school libraries, 4) Organization of library materials, and 5) Extension activities.

The Department, conscious of its role in the continuing education of the profession plans Summer courses and seminars in African bibliography, sources for African Studies and problems of publishing, distribution and communications in Africa. Additionally, discussions of its role in assisting the upgrading of non-graduate professionals (holders of the ALA) are underway with the Ghana Library Association.

Professor Andre Nitecki has drawn up a proposal for a Fellowship of the Ghana Library Association to be recognized as the equivalent of the Fellowship of the Library Association. His proposal specifies:

> Candidates wishing to proceed to Fellowship of the Ghana Library Association must:

1. Produce evidence of having completed five year's approved library services after election to associateship of an approved library association, and
2. Produce evidence of being active members of the Ghana Library Association since the election to the above mentioned associateship.

Candidates will be expected to present to the Board of Studies of the Ghana Library Association a thesis upon some aspects of librarianship in West Africa. The thesis must be an original work and must contribute to the development of libraries and librarianship in West Africa.[29]

An alternative proposal, a request that the Department of Library Studies be authorized by the Library Association to supervise the F.L.A. for Ghanaian librarians, was made in March 1974 by the Ghana Library Association to the Secretary of the Commonwealth Library Association (COMLA) for consideration and onward transmission to the Library Association by COMLA.

Achievements

The Department of Library Studies is an integral part of the Faculty of Social Studies. It has its own budget, building and staff establishment of one professor, one senior lecturer, three lecturers and 5 part-time lecturers. The Head, Prof. Andre Nitecki, taught in the Institute of Librarianship, Ibadan, before joining the

Department; working with him is one of the most experienced of African library educators, S.I.A. Kotei. Since 1971 the Department has published a Newsletter as well as Occasional Papers.

The Department has achieved international recognition through its selection by the Government of Ghana in agreement with Unesco as the Ghana National Information Transfer Centre to cooperate with ISORID and through its selection as the regional training centre for archivists in English speaking Africa.

The school has produced the following librarians:

Years	Certificate Awarded	Number trained
1962-1965	A. L. A.	48
1965-1967	B.A. in Library Studies	10
1967/68-1968/69	Post-Graduate Diploma in Library Studies (2 years)	4
1970/71-1972/73	Post-Graduate Diploma in Library Studies (1 year)	15 (approx.)
1970/71-1972/73	Certificate in Librarianship	41

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CHAPTER X

ÉCOLE DE BIBLIOTHÉCAIRES, ARCHIVISTES ET DOCUMENTALISTES, UNIVERSITÉ DE DAKAR, DAKAR, SENEGAL

Centre Regional de Formation de Bibliothécaires des Pays d'Afrique d'expression française, Dakar, 1963-1967

There is great need for trained librarians to staff the libraries which must be established in the region in support of the programme for the development of education adopted by the 1961 Addis-Ababa Conference on the Development of Education in Africa. This need was stressed by the Seminar on the Development of Libraries in Africa held at Enugu, Nigeria, in 1962. Though some training facilities exist for English-speaking Africa, there has hitherto been no school of librarianship for French-speaking Africa. The new centre at Dakar will undoubtedly play a leading role in the years to come in the development of efficient libraries to aid in the educational, social and economic progress of the region.[1]

The purpose of the centre was to supply those countries quickly with qualified librarians by training students in modern techniques of librarianship with special emphasis on public library services.[2]

Historical Development

Eight years after the Ibadan Seminar on the Development of Public Libraries in Africa Unesco's voice was heard again in a call for library education when at the Conference of African States on the Development of Education in Africa, 15-25 May, 1961, Unesco stressed the need for library and book distribution services, and arrangements for the "training of staff in appropriate regional and national centres."[3] At this point the Dakar Centre was born.

It was established to fill the need for a training centre for librarians to serve French speaking Africa. M. Louis Seguin, a Unesco expert who played an important role in setting up the Regional Centre, wrote in 1964:

> The needs of French-speaking Tropical Africa--West Africa (former French West Africa, former French Equatorial Africa and the former Belgian Congo) and Madagascar--were and remain enormous. It is true that there are important working libraries, at Dakar University, for example, and at the French Institutes in Tropical Africa, but they are libraries for higher education and research, and their senior staff are almost exclusively European. Public library services, on which the library programmes of the governments should concentrate, are at present provided only by the French, and, to a lesser extent, the American cultural centres, and these are confined to the towns, sometimes to the capital. These cultural centres do much to train and employ national

> staff--in some countries, the French centres have a mixed management, French and local--but such training cannot be wholly satisfactory. If local, it must be given by in-service staff who cannot devote their full time to it; if it is given by means of a special course in France (the most important was held in Toulouse, in 1961) the working conditions, human and geographical, will be considerably different."[4]

The principal centre for in-service training of librarians and archivists in French-speaking West Africa had been in Dakar at the Library of the Institut Français d'Afrique Noire which provided practical courses of from one to six months in duration. Some of the librarians and archivists who underwent these courses later went to Paris for further training.[5]

Besides being a centre of culture and of famous libraries Dakar was also the headquarters of the International Association for the Development of Libraries in Africa (A.I.D.B.A.) founded in 1957, the accomplishments of which were outlined by its Secretary-General, K.E.W. Dadzie, as follows in an article in the Unesco Bulletin of September/October 1961:

> The AIDBA has already achieved the following definite results: establishment of three national branches (Senegal, Togo, Mauritania); study days for libraries in the French-speaking countries of West Africa in 1959; organization by the Directorate of French Libraries of a special course for the training of African librarians (1961-62);

> project for a joint African-Scandinavian conference on the development of African libraries, to be held at Copenhagen in September 1961; promotion of a fuller appreciation of the importance of libraries in national life on the part of the authorities and the general public in a number of African States; adoption by the Government of the Islamic Republic of Mauritania of a twelve-year plan for the establishment and development of libraries.
>
> A similar plan has been submitted to the Government of Senegal, which is at present studying it.[6]

Dakar, Senegal was a logical choice for the location of the first library training school for French-speaking Africa.

The first Unesco expert, M. Bouvy of France arrived in Dakar on 8 October 1961 to negotiate with the Government of the Republic of Senegal an agreement whereby the Government, assisted initially by Unesco, would set up and maintain a Regional Centre for the Training of Librarians, open to students from all French-speaking African countries south of the Sahara. During the mission he drew up a plan for the organization of the Centre and visited several French-speaking African countries to enlist the support of their governments for the proposed school.

The Senegalese Minister of Education having approved the project an agreement was signed between the Government

of Senegal and Unesco on 28 March 1962 which laid down their respective responsibilities. M. Louis Seguin, the Unesco expert who followed M. Bouvet, described the agreement thus:-

> During 1962, the initial period, Unesco would provide an expert on library schools, a fellowship in librarianship to train the Center's future director who had been designated by the Government, and the technical equipment necessary to enable the Centre to operate efficiently. During the second period (1963-66), Unesco would provide an expert, fellowships for students, books and equipment. During the same periods the Government was to provide premises, furniture, equipment, administrative staff, teachers and the funds necessary to operate the Centre efficiently and maintain and replenish its stocks and equipment.[7]

The first twenty students were enrolled and classes began on 4th November 1963. The formal inauguration of the Centre on 4th December 1963 was described by M. Seguin as follows:

> On 4 December 1963, the Regional Centre for the Training of Librarians at Dakar was inaugurated in the presence of Mr. Pascal Antoine Sane, Chief Secretary to the Minister of Education, who represented the Minister, and Mr. Malcolm S. Adiseshiah, Deputy Director-General of Unesco. The press, the Senegalese radio and the newsreel producers were represented and ensured adequate publicity. In addressing the students Mr. Adiseshiah stressed the need for libraries in Africa and the role they would be called upon to play.[8]

The Centre was under the control of the Directorate of Primary and Secondary Education, Republic of Senegal.

Physical Facilities

M. Seguin described the Centre's premises as follows:

> After a number of difficulties and setbacks, the Centre was finally installed in the buildings of the former Faculty of Science at Dakar, vacant since the new university was built. It now shares these buildings with two agencies set up by the United Nations Special Fund, i.e., the Institute for Economic Development and Planning which will train economists, and the Higher Educational Centre, which will train teachers for extension courses. The Centre has three offices (one for the director and the expert, one for the secretariat and one for equipment) and a large lecture hall equipped, apart from the usual tables and chairs, with metal wall shelves that contain some eight hundred volumes. Some, in English and French, are on librarianship; the remainder are general works on literature, history and art. There are some typewriters, a fair supply of audio-visual aids (slide and sound projectors, a screen, episcope, record-player, tape-recorder), and photocopying and duplicating equipment.[9]

Staff

The only full-time teacher of librarianship during the first year was the second Unesco expert, M. Seguin

of France who had come to Senegal in April 1963 to continue the organization of the Regional Centre begun by M. Bouvy. Having drawn up the teaching programme, recruited the present director, M. Amadou Bousso, as his counterpart, and taught during the 1963/64 session, M. Seguin completed his fifteen month assignment in June 1964 and was replaced by Mr. S. Willemin (Switzerland).[10]

The newly appointed Senegalese Director, M. Amadou Bousso, attended M. Seguin's classes as an observer during the 1963/64 session while teaching general cultural courses himself. For the 1964/65 session while M. Bousso was on a trip to libraries and library schools in France, Belgium, Switzerland, Denmark and England, M. Willemin was the Director of the Centre. M. Bousso returned to assume duties as director of the Centre in 1965.

Students

The first student body was composed of 20 students from a variety of countries as follows: Senegal (6), Cameroon (2), Chad (1), Congo Republic (1), Dahomey (1), Guinea (1), Ivory Coast (2), Madagascar (2), Mali (1), Togo (2), and Upper Volta (1).[11]

The qualification for entry is the French Baccalaureat or its equivalent and candidates were expected to hold at least the intermediate secondary school certificate. However, it was not always possible to adhere strictly to these standards. This was, according to Silvere Willemin,

> largely due to Unesco's fellowship scheme, which was designed to meet the library needs of all the States, some of which still have a very small annual output of young people with a complete secondary education. In Senegal, librarians or documentalists already in employment who do not satisfy the library school entrance conditions have to sit a special examination. The situation has been improving over the years.[12]

At the end of the first three years (1966), Willemin noted, 64 librarians had undergone training. The distribution by country was as follows: Cameroon (3), Central African Republic (1), Chad (1), Congo Republic (2), Democratic Republic of Congo (5), Dahomey (3), Gabon (2), Guinea (4), Ivory Coast (6), Madagascar (3), Mali (2), Mauritania (2), Niger (1), Senegal (19), Togo (5), and Upper Volta (5). Between November 1963 and June 1967 when the Unesco fellowship program ended, the Centre held four eight-month courses attended by 83 participants from 18 African countries. Seventy-six of the 83 participants remained for two years.[13]

Degrees Awarded

The course of studies at the Regional Centre was planned to be of 8 months duration; however the majority of students remained for two years. Successful candidates were awarded a diploma, "Certificat d'aptitude a la profession de bibliothécaire" (CAPB).

Curriculum

M. Seguin describes the needs of the first curriculum as: 1) to give students a theoretical and practical knowledge of library techniques, 2) to take due account of the physical and human conditions in Africa, and particularly, of the high proportion of illiterates and new literates, and 3) as the average educational background of the students was not high, to supplement the specialized library training by general education.

The librarianship component of the course fell under six groups:

1. Library organization and administration
2. General and specialized bibliography
3. Cataloguing by the AFNOR (Association Française de Normalisation) system.
4. Teaching and documentation techniques (photography, films, film projection, record-players, tape-recorders).
5. Fundamental education and its public
6. History of books in relation to the history of the spread of ideas.

Cultural courses in History of civilizations, of ideas, of science, of literatures, of plastic arts and of dramatic arts formed another component. Additionally students were taught typewriting and English language. A strong emphasis was placed on field work. Figures for 1965/66 show that in that year 432 hours were devoted to course work and 80 hours to field work, composed of practical work in the libraries of Dakar.[14]

École de Bibliothécaires, Archivistes et Documentalistes, Université de Dakar, 1957 -

Aims and Objectives

> The principal aims of the new school ... are as follows: To train middle-level librarians, archivists and documentalists; to provide in-service training for the above as well as for assistant librarians, archivists and documentalists, and to conduct research in the institute's various fields of activity all with direct emphasis on French Speaking Africa's needs.[15]

Historical Development

When M. Bousso returned to Dakar in 1965 from his Unesco sponsored study tour he initiated efforts to attach the Regional School to the University of Dakar. The first stage was reached in 1965 with the attachment of the Centre, previously under the Directorate of primary and secondary

education to the Directorate of Higher Education. At this time the Rector of the University of Dakar was M. Lelievre, a former Inspector of Libraries in France. He proved receptive to M. Bousso's desire to attach the Regional Centre to the University and asked him to make a report with recommendations.

M. Bousso's report recommended that the library school be attached to the University with university entrance requirements and that its students should have the same facilities as other students in the university. He recommended a two-year course because, "We are in Africa and Africa is without librarians. When our students return home they must bear several responsibilities. Two years is the minimum required to prepare them to bear these responsibilities."[16]

He also recommended a staff development scheme for training young Senegalese lecturers for the library school. The University viewed M. Bousso's report favourably and accepted the library school as an Institute. A decree establishing the Institute was then drafted.

By the time that Unesco assistance came to an end in June 1967 arrangements had been concluded for the establishment of E.B.A.D. as an Institute of the University of Dakar in succession to the Regional Center.

EBAD was duly established as a part of the university with effect from 1 July 1967 by decree no. 67.1235 of 15 November 1967. Control then came under the Directorate of Higher Education.

The regional nature of the role of the school was re-confirmed at the Conference of Heads of State of the Common Afro-Malagasy Organization (OCAM) meeting in Niamey from 22 to 23 January 1968. Resolution 17 ACS of that Conference recommended that the member states should "provide for the rapid training of specialized librarians, in particular at the Dakar School," and Resolution 18 ACS called on the member states to request "the competent authorities to ensure that a highly specialized course for archivists of at least two years duration will be available as from October 1969 at the Dakar School for Librarians, Archivists and Documentalists."[17]

Physical Facilities

E.B.A.D. occupies a floor of the Faculté des Lettres adjacent to the University Library Building. The Library is also utilized. Recently a prefabricated annex to the rear of the Faculty block further increased the total facilities available to four classrooms

(1 in the faculty, 2 in the annex, and 1 in the University library), and four offices (3 in the faculty and one in the annex). Additionally part-time lecturers from the university library utilize their offices in the library. A library school library and a typing laboratory are located adjacent to the EBAD offices and classroom in the Faculté des Lettres building.

The library School Library of approximately 3,000 volumes contains major texts and journals in both English and French and is classified by U.D.C. and catalogued by I.S.B.N. rules.

Staff

E.B.A.D. has been most fortunate in having from the beginning an African director of the highest calibre. There has been, therefore, a minimum wastage of effort and no fluctuation of policy such as might have accompanied changing directors. M. Bousso, the director, is an experienced educationalist with a higher degree who has undergone additional training for the post under the sponsorship of Unesco. Within the university teaching scale he is a Maître d'encadrement as well as Director.

The director was able to send two Senegalese graduates, Omar Diop and Theodore N'Diaye, on Unesco fellowships to study for the post-graduate diploma in librarianship at École Nationale Supérieure de Bibliothèques, Paris, in 1967. They obtained the Diplôme Supérieur de Bibliothécaire in 1968. Omar Diop held the position of Directeur d'études in EBAD from 1968/69 - 1970/71 and was followed in this position by the present Directeur d'études, Theodore N'Diaye, in 1971 when M. Diop left EBAD to become the librarian of the Institut Fondamental d'Afrique Noir (I.F.A.N.) Another Senegalese librarian with the Diplôme Superieur de Bibliothécaire from École Nationale Supérieure de Bibliothèques, Paris, Alphonse Raphael N'Diaye (1972) is also teaching part-time at E.B.A.D. In 1973/74 the director sent still another staff member to study at École Nationale Supérieure de Bibliothèques.

The director has obtained the services of successive lecturers through overseas assistance. He has also been successful throughout in obtaining the cooperation of the profession locally. A cordial relationship exists with the university library (as well as with the Archives of Senegal) which provides four to five part time lecturers annually.

Additionally the school draws upon lecturers in the various faculties of the university for the required general cultural courses, English language, and typing.

From 1971/72 with the introduction of training for archivists the school has maintained a staff level of four full-time and eighteen to twenty part-time lecturers including those teaching the general cultural courses. Roughly half of the part-time lecturers are Senegalese. The full-time E.B.A.D. teaching staff, 1971/72 - 1972/73 was as follows:

A/ De l'École

1.	MM. Amadou Bousso	Maître d'Encadrement Universitaire - Directeur (Langues et Lettérature - Bibliographie - Administration)
2.	- Theodore N'Diaye	Directeur d'Etudes - Conservateur (Bibliothéconomie Catalogage - Histoire des Idées)
3.	- Daniel Renoult	Conservateur - (Bibliographie - Documentation- Catalographie- Classification - Indexation - Histoire du Livre)
4.	- Jacques d'Orleans	Archiviste - Paleographe (Archivistique).

The 1973/74 EBAD staff was as follows:

A/ De l'Ecole (ie., full-time)

1.	MM. Amadou Bousso	Maître d'Encadrement Universitaire - Directeur (Administration - Histoire des Littératures - Bibliographie Littéraire)
2.	- TH. N'Diaye	Directeur d'Etudes - Conservateur (Bibliothéconomie - Catalogage - Histoire des Idées)
3.	Mlle Graux	Conservateur (Catalographie - Classification - Indexation - Documentation - Histoire des Idées - Bibliographie)
4.	MM. B. Delmas	Archiviste - Paleographe (Archivistique)

B/ De l'Exterieur (ie., part-time)

1.	Mme Abram	Conservateur (Bibliographie)
2.	- Adam	Conservateur (Bibliographie)
3.	MM. Bernard	Conservateur (Bibliographie)
4.	- Bourgain	Conservateur (Bibliographie - Bibliothéconomie - Technique du Livre)
5.	- Descamps	Assistant Fac. Lettres (Histoire des Arts d'Afrique)
6.	- Diouf	Directeur - Fonction Publique (Administration)
7.	- Kane	Maître Assistant - Faculté des Lettres (Histoire des Civilisations)
8.	- Kasse	Assistant Fac. Lettres (Economie)
9.	- LO	Assistant - Fac. Droit (Droit)
10.	- LY	Maître Assistant - Fac. Lettres (Histoire des Arts d'Afrique)
11.	- Maurel	Directeur - Archives Nationales Archiviste - Paleographe (Archivistique)
12.	- M'baye Gueye	Assistant - Fac. Lettres (Geographie Historique)
13.	- R. N'Diaye	Conservateur (Bibliographie, Sources Orales)
14.	Mme TH. N'Diaye	Maître d'Encadrement Universitaire (Anglais)

15.	Mme J. N'Diaye	Assimilé à Chargé d'Enseignement (Dactylographie)
16.	MM. S. Serge	Conseiller Technique des Affaires Culturelles, Nouakchott (Histoire des Arts d'Afrique)
17.	- A. Seck	Présidence - B.O.M. (Organisation et Méthode)
18.	Mme Soltani	Bibliothécaire - B.U. (Bibliographie)
19.	MM. SY	Directeur Patrimoine Culturel (Histoire du Livre et de l'Edition)
20.	- F. Zuccarelli	Conseiller Technique - M.I. (Institutions Contemporaines).[18]

When the second specialization--for archivists--was inaugurated by decret no.71.1204 of 9th November 1971, it was set up with the aid of Unesco and the International Council on Archives. As a part of the agreement Unesco provided the services of an expert, Charles Kecskemeti, Executive Secretary of the International Council on Archives, to set up the section. The Director of Archives of Senegal was appointed as Permanent Consultant. During 1971/72 and 1972/73 M. Jacques d'Orleans, Archiviste - paleographe, was the only full-time staff for the Archivists Section; he was succeeded in 1973/74 by MM. B. Delmas. The Director of the Archives of Senegal, M. Jean Francois Maurel, assists on a part-time basis. In 1973/74 two Senegalese graduates joined the school to understudy the programme for Archivists before going

out on Unesco fellowships for additional training in Archival Studies. The director is interested in the possibility of their attending the post-graduate course for archivists at the University of Ghana.

The school was fortunate from 1971/72 - 1972/73 in having a documentalist, M. Daniel Renoult, as a full-time staff member to teach among other subjects the service course in documentation and to draw up the programme for the proposed documentation specialty. In 1973 M. Renoult returned to France and in 1973/74 the service course was being taught by Mlle Graux. The director is searching for a specialist documentalist to add to the staff.

Students

Enrollment has shown a steady rise: 1968/69, 24 students; 1969/70, 27 students; 1970/71, 44 students; 1971/72, 54 students;[19] 1972/73, est. 65 students; 1973/74, 68 students of which 39 are in the librarianship speciality and 29 in the archivists specialty. The breakdown by section and country of the enrollment figure of 68 for 1973/74 is as follows:

Country	Archives		Librarianship		Total
	1st year	2nd year	1st year	2nd year	
Burundi	-	-	1	1	2
Central African Republic	1	1	-	1	3
Chad	1	1	-	-	2
Congo	6	3	4	6	19
Gabon	-	-	-	1	1
Ivory Coast	4	2	-	-	6
Madagascar	-	-	1	-	1
Mali	1	-	-	1	2
Niger	2	1	5	-	8
Rwanda	-	1	1	-	2
Senegal	2	1	8	4	15
Upper Volta	1	1	1	1	4
Zaire	-	-	1	2	3

These students qualify as middle level professionals. However, in the present state of professional man-power needs graduates of the EBAD programmes may expect to hold positions of high responsibility in their respective countries.

Qualifications Awarded

Successful candidates of the librarianship course are awarded the Diplôme d'aptitude aux fonctions de bibliothécaire. This qualifies them as middle-level

professionals. The equivalencies in professional terminology are roughly as follows:

English-Speaking Africa		French-Speaking Africa
Librarian	-	Conservateur
Library Technician	-	Bibliothécaire
Library Assistant	-	Sous-bibliothécaire

Successful candidates of the course for archivists are awarded the Diplôme d'aptitude aux fonctions d'archiviste.

Curriculum

The duration of the programs is two years. This permits a good learning situation, both theoretical and practical. Initially the students have a period of two weeks practical orientation in a library; they then have introductory courses in librarianship and courses in general culture in their first year. In the second year they have more advanced professional courses in their specializations. The syllabus leading to the Diplôme d'aptitude aux fonctions de bibliothécaire comprises 212 hours of librarianship and 118 hours of general culture in the first year and 335 hours of librarianship in the second year, in addition to not less than one month of practical work in a library.[20]

The professional component of the syllabus is composed in the first year of: 1) General bibliography, 2) Librarianship, 3) Elements of library organization and administration, 4) Techniques of cataloguing and classification, and 5) History of books. The first year also contains the general culture, English language and typing components.

The second year syllabus is devoted entirely to librarianship. It is composed of: 1) Specialized and African bibliography, 2) Organization and administration of libraries, 3) Cataloguing, 4) Applied classification, 5) Indexing, 6) Book technique, 7) National libraries, 8) University and specialized libraries, 9) Public reading libraries, 10) School libraries, 11) Science of archives, and 12) Documentation. During this year students also spend not less than one month in supervised practical work.[21]

The professional component of the syllabus leading to the Diplôme d'aptitude aux fonctions d'archiviste is composed in the first year of: 1) General bibliography, 2) Librarianship, 3) Technique of cataloguing, 4) Principles and history of the keeping of archives, 5) Introduction to classification and inventory work, 6) History of African institutions of the colonial period,

7) Historical geography of Africa and cartography. The first year also contains the general culture, English language and typing components.

The second year syllabus is devoted entirely to lectures and practical work of immediate relevancy to archival studies. It is composed of: 1) Management of documents, live archives and intermediate repositories, 2) Documents and their processing in archives services, 3) Physical protection of documents, 4) Administration of archives, 5) History of institutions, 6) Specialized historical disciplines, 7) Historical and African bibliography, 8) Documentation, 9) Oral source materials, and 10) Law. During the second year students also spend not less than one month in supervised practical work.[22]

The documentation specialty is in the planning stage. Appropriate authorities are being contacted with a view to its organization. Unesco assistance will be involved in the development of the programme in initial provision of lecturers and fellowships. Meanwhile a course in documentation techniques forms a part of the curriculum for second-year students of the two existing sections. This is in line with the stated policy of the Director, Monsieur A. Bousso, that the integrity of a common profession be maintained. Students in both library

studies and archival studies share a common core (Bibliographie; Bibliothéconomie; Catalogage, Documentation, Archivistique; and general cultural subjects in Initiation à l'histoire des idées, des sciences et des techniques; Notions generales sur l'histoire des civilisations; Histoire des arts d'afrique; Droit; as well as English language and typing). To this core is added an additional core representing the specialization of either librarianship or archival studies. The same policy will be applied to the documentation specialty when it is introduced.

Research techniques, while not taught as a separate course, are developed in the student as a part of other courses. Two research projects of the final year students are: 1) a research report on the library in which the student undergoes his practicals; 2) a research report on the organization of libraries and the library profession in the student's country of origin with emphasis on primary source material.

The school's underlying philosophy is that of relevance to the needs of francophone Africa. From its inception its curriculum has been geared toward that goal. In developing its professional courses EBAD has been aware of the programs of l'Ecole Nationale Supérieure des Bibliothèques, Paris, but has not attempted to copy them.

The Paris School has considerable influence having since 1963 trained 22 "Conservateurs" sent by the francophone African countries within the training sphere of E.B.A.D. École Nationale Supérieure des Bibliothèques sends its publications regularly to E.B.A.D. and M. Bousso consults it from time to time on the subject of organization of his own programme.[23] At present the professional courses are evolving under the guidance of Senegalese staff into a more original and African content. A prime example of this is the course in Organization and administration of libraries, taught by the Director, Monsieur Bousso, and developed by him personally. It deals directly with francophone Africa and emphasizes libraries in national planning as well as their internal organisation and administration. It is as a part of this course that students write research reports on the library situation in their countries.

EBAD's development plans include: the establishment of the third section which is to provide training for documentalists; the opening of post-graduate courses in the three fields with which the school is concerned; the training of chief librarians and preparation for the Master of Arts degree in librarianship, archives or documentation; a career-long training program and practical training periods outside Africa for graduates

of the school, as well as a policy of curriculum and teacher exchanges with other schools of librarianship, documentation and archives.[24]

Achievements

The regional school for training librarians, archivists and documentalists for French-speaking Africa, has been fully integrated into the University of Dakar with the status of an institute. It has its own budget and four full-time teaching staff of which two including the Director are Senegalese. In addition the use of practicing librarians and archivists as part-time lecturers strengthens the total staff establishment. The school occupies a floor in the Faculté des Lettres, adjacent to the University Library building, as well as a prefabricated extension nearby.

The school has completed under a subvention from Unesco the following research projects: 1) A study on the ability of post-graduate students to use bibliographical and information resources, 2) A comparative study of the curriculum of the Dakar library school with those of other library schools in Africa, 3) A manual of librarianship for public libraries in West Africa. The

following research projects are in process: 1) A compilation and comparative study of library legislation in African countries, 2) The book situation in Senegal in 1972, and 3) A directory of libraries, documentation centres and principal documentary sources in Senegal.

The following have been trained by the school since its opening in 1963/64:

Year	Certificate Awarded	Number Trained
1963-1969	Certificat d'aptitude a la profession de bibliothécaire (CAPB)	83
1969-1973	Diplôme d'aptitude aux fonctions de bibliothécaires (DAPB)	150 (approx.)
1971-1973	Diplôme d'aptitude aux fonctions d'archiviste (DAFA)	7 or 8

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5 Kwakuvi E.W. Dadzie, "Libraries, Bibliography and Archives in French-Speaking Countries of Africa," Unesco Bulletin for Libraries, XV, no.5 (September-October, 1961), p.248.

6 Ibid., p.249.

7 Seguin, "Regional Centre for the Training of Librarians at Dakar," p.102.

8 Ibid., p.104.

9 Ibid., pp.103-104.

10 "Unesco Library Activities, 1963-64," Unesco Bulletin for Libraries, XIX, no.3 (May/June, 1965), p.126.

11 Seguin, "Regional Centre for the Training of Librarians at Dakar," p.104.

12 Silvere Willemin, "The Training of Librarians in Africa," Unesco Bulletin for Libraries, XXI, no.6 (1967), p.296.

13 Ibid., p.297.

14 Ibid., p.298.

15 Bousso, "University of Dakar School for Librarians, Archivists and Documentalists," p.73.

16 Interview with Amadou Bousso, Dakar, February 28, 1974.

17 Bousso, "University of Dakar School for Librarians, Archivists and Documentalists," p.73.

18 Reproduced from mimeographed list of EBAD headed, "Corps Professoral, 1973-1974."

19 Bousso, "University of Dakar School for Librarians, Archivists and Documentalists," p.77.

20 Senegal. Ministere de l'Education Nationale, "Decree no.69.618 du 20 Mai 1969 fixant la duree des etudes et le programme des enseignements de la section de bibliothecaires de l'Ecole de Bibliothecaires, Archivistes et Documentalistes; Senegal, Ministere de l'Education Nationale, Decree no.69.619 du 20 Mai 1969 fixant les modalites d'attribution du Diplôme d'aptitude aux fonctions de bibliothecaires." (Mimeographed.)

21 Ibid.

22 Senegal. Ministere de l'Education Nationale, "Decree 9 Nov. 1971 - 711205 fixant les modalites d'attribution du Diplôme d'aptitude aux fonctions d'archivistes." (Mimeographed.)

23 Letter of 10 September 1973 from M. Richter, Le Conservateur en chef chargé de la direction de l'Ecole Nationale Supérieure des Bibliothèques, Paris.

24 Bousso, "University of Dakar School for Librarians, Archivists and Documentalists," p.77 +.

CHAPTER XI

EAST AFRICAN SCHOOL OF LIBRARIANSHIP, MAKERERE UNIVERSITY, KAMPALA, UGANDA

Aims and Objectives

The [diploma] course is intended for those who wish to start a career in librarianship at a professional level. Suitably qualified individuals would have the prospects of occupying positions of intermediate seniority and, by the maturity of their education in librarianship, would be able to take administrative and organisational decisions, and initiatives for the improvement and innovation of library services.[1]

The Library Assistant's course has been specifically designed to meet the demands for a trained intermediary category of library personnel.[2]

Now that the School has recently expanded, grown in experience, acquired its own building, and is moving towards a stabilized staffing situation, it is imperative that the School supplements its present courses by additional programmes of studies in order to meet the growing and diversified requirements of the library profession. The immediate aim of the School is to introduce a post-graduate course in librarianship.[3]

Historical Development

The key figure in bringing into being a library school in East Africa was S.W. Hockey who was sent to East Africa in 1960 by the British Council as Libraries Organizer. In his report, "Development of Library Services in East Africa" submitted to the Governments of East Africa in the same year Mr. Hockey recommended the establishment of a library school to serve the region. His report, the first landmark in the development of library education in East Africa, concludes that:

> (a) Newly established services must expect to develop (in most cases they develop rapidly) and, in the absence of any large field of recruitment locally, there are periodic crises when new plans of development are halted for lack of suitably qualified people to do the work. This appears to be an insoluble problem, as Governments are naturally reluctant to undertake any considerable programme of training until they can be assured that the people emerging can be absorbed into suitable posts, and are unable to accept the fact that the development of the services will inevitably outstrip the trained staff available. This has been, without exception, the experience in similar projects in other parts of the world.
>
> (b) The present policy is that, as soon as possible, services such as these will be fully staffed by East Africans, and, given establishments which will offer attractive career prospects and a training programme which will enable them to gain the necessary qualifications and experience, there is no reason why this should not be achieved within a reasonable time. The urgency of

> initiating a planned programme of training will be appreciated, however, realizing when it is started that it will take at least four years to produce an Associate of the Library Association (which may be described as Senior Assistant level) and another three or four years to provide the additional qualifications and experience required for posts such as Director or Deputy Director, or Head of one of the larger Regions.
>
> (c) It is therefore recommended that, if the proposals for the establishment of Central Library Services are approved, at the same time consideration should be given to the establishment of a School of Librarianship for East Africa; if Librarianship in East Africa is to have any status its librarians must possess some internationally recognised qualifications, and any attempt to lower this standard is to be deprecated. The only alternative to a local School of Librarianship is the expensive provision of scholarships for training in library schools overseas which, as the number of library staffs increase would become prohibitive and which, in the case of immature students, often proves to be very unsatisfactory. It is much better for the young entrant to spend his first years in the service working and studying in his own background, and to be sent abroad when he is sufficiently mature, both professionally and educationally, to obtain the greatest benefit from such an experience.[4]

An advisory committee appointed by the three East African governments--Kenya, Uganda and Tanganyika--considered the recommendations of the report but felt that a library school although it was acceptable in principle was beyond their financial capacities at that time and that funds could only be found for establishing new library services. Convinced of the necessity for a

library school Mr. Hockey and the librarians of East Africa kept up their negotiations:

> It was decided that the best location for such a School would be in a University, and Makerere College, then the only University College in existence, undertook to sponsor the project and applied for Unesco aid to launch it. Capital aid from Her Majesty's Government funds was also applied for. The result of these negotiations was the appointment of a Unesco officer, Mr. K. Larsen, in 1963, with the assignment to set up a limited training programme at Makerere College with the resources available.
>
> In the meantime, the Provisional Council of the University of East Africa had approached the Rockefeller Foundation for funds for library development in the University, and, amongst other grants, the Foundation provided for a Conference on Library Training, which was held in Nairobi from April 3rd to 5th, 1963. The Conference, under the Chairmanship of the Registrar of the University, which was attended by twenty-four delegates representing a wide range of library organisations in Africa, Europe and America, agreed that, having considered the library requirements of East Africa, it believed that the crucial factor was staffing, and that the time was ripe for the institution of a Library School, preferably under the auspices of the University of East Africa.
>
> The University showed itself willing to consider the expansion of the school during the years up to the middle of 1967, and included in its Development Plan for 1964/5-1966/7 a token sum for this expansion, at the same time accepting a more detailed and considered estimate to place before Foundations for consideration with the Development Plan.[5]

The Conference on Library Training in East Africa, Royal College, Nairobi, 3-5 April 1963, organized under the auspices of the University of East Africa with the

financing of the Rockefeller Foundation, was the second landmark in the development of library education in East Africa.

Present at the Conference were R. C. Benge, Principal, Ghana Library School, and John Harris, University Librarian and Director of the Institute of Librarianship, University of Ibadan, as well as Dr. Lester Asheim, Director of the International Relations Office, ALA, and Bernard I. Palmer, Education Officer, Library Association, England. Also notable among the 18 delegates and 6 observers were the Librarian of Makerere University College, Mr. E. J. Belton, the Librarian of the University College, Dar es Salaam, Mr. Harold Holdsworth, the Librarian of the Royal College, Nairobi, Mr. D.A.R. Kemp, and the Librarian of the University College of Rhodesia and Nyasaland, Mr. D.H. Varley, in addition to Mr. S. Hockey, Library Advisor to the East African Governments and Mr. Knud Larsen, the distinguished Danish librarian sent by Unesco for an initial period of two years to help organize the East African School of Librarianship.[6]

The delegates set up a working party with Mr. Hockey as Chairman composed of Messrs S. Belton, H. Holdsworth, D.A.R. Kemp, K. Larsen, Mrs. M.E. Luckham and

Mrs. L. Verdcourt with Mr. John Ndegwa designated to receive papers for information. They recommended that the working party examine and report to the Governments and the University the possibilities of offering the following training programs in East Africa:

a) a two-year University of East African diploma course in library studies;

b) a three-year University of East Africa degree course in library studies (B.L.S.)

c) an East African post-graduate diploma qualification in library studies.7

The Working Party being composed almost entirely of University librarian/consumers of the potential products of the school had as its first priority technical staff for its libraries. It considered that facilities for in-service training were so limited and need so urgent that training at this level should be concentrated into a six months course. In its report of 7 October 1963 to the University of East Africa and the governments concerned the working party recommended:

1. The establishment of an East African School of Librarianship under the auspices of the University of East Africa at a college to be designated by the University under the governance of a Council on Library Training;

2. A certificate course of six months' duration be set up;

3. A two-year diploma course, which will qualify for professional posts. It was envisaged that entry to this course would be open to non-graduate holders of the Higher School Certificate with at least one year's work in a recognized library, as well as to applicants with a university degree.[8]

Mr. Larsen records that: "The scheme was presented to the Senate of the University of East Africa and was accepted in principle, and its execution was entrusted to Makerere University College."[9]

At the same time the university recommended to Makerere College that a committee be set up as the Council for Library Training in East Africa (CLTEA) with responsibility for general supervision of the school and coordination with the Academic Board of the College and the University Senate.

The East African School of Librarianship was plagued from its beginnings by financial insecurity. In one of his articles Hockey mentions wistfully that the sum of £100,000 could have assured the future of the school for five years and enabled it to train the 197 librarians needed by 1970.[10] There was, as a matter of fact, a delay in starting the Diploma Course because of the school's staffing position. The Director, Prof. Knud Larsen, was appointed by Unesco for a two-year term. The

only other staff member was Mrs. Pamela Warren who after some delay was provided by the Rockefeller Foundation. These two held two six month certificate courses in 1964 from which there were 23 successful candidates. But due to staffing and other difficulties the diploma course was not instituted during the first year.

Concern over the extended delay in beginning the Diploma Course led the Council for Library Training in East Africa (CLTEA) at its third Meeting to agree "that the establishment of the Diploma Course in July 1965 is of vital importance, and that all possibilities of financing the scheme have to be investigated."[11] It was additional Danish technical assistance in the form of a third lecturer which finally enabled the diploma course to begin in July 1965.

One significant aspect of the diploma course was that the East African School was at last offering a course which the University of East Africa could accept as university level.

S. W. Davis, British Council visiting lecturer, said in 1970:

> If Unesco had sent a team of experts and treated the East African School of Librarianship as a full scale development project, many of the early problems might not have arisen. Thus the problem of replacing the staff would

> not have left the school such difficulties; and I am certain that the Uganda Government would have contributed far more if they had seen the extent of Unesco's determination to aid the school. Perhaps most important of all, local librarians would not have doubted the standard and permanence of the school.[12]

In July 1967 the school entered a new phase when Makerere for the first time gave the school a budget of its own and included the school in the University of East Africa's triennial budget 1967-1970. One post of lecturer was established in the school's budget. At the same time the Academic Board of the University agreed to recognize a Certificate of Adult Studies and graduation with honours from the certificate course as an optional minimum entrance requirement for the diploma program. Hereafter the general studies component was dropped from the Diploma which reverted to a two year professional course. These positive steps followed upon "a setback during the academic year 1967-1968 when the post of UNESCO director remained vacant, and Makerere made an unsuccessful application to the government of Tanzania to move the school to University College, Dar es Salaam."[13]

A Unesco Committee on the evaluation of Unesco operated or aided regional offices, Centres and Institutes in Africa visited the school in 1968 and as a result of its study recommended that Unesco assistance

should be continued during the period 1969-1972. The Committee found that "the programme and methods of work of this Centre respond to its objectives, but that these objectives need modification."[14] In particular it recommended the abolition of the certificate course.

The East African School of Librarianship attained its present strong position within Makerere University under its last Unesco Director, S.S. Saith (1968-1972). On 24th September 1968 Mr. Saith gave evidence before the Working Party on Higher Education set up by the East African community to consider the likelihood that the constituent colleges of the University of East Africa would be replaced by three or more separate universities. Mr. S.S. Saith, then Unesco Director of the school, records the outcome:

> A memorandum was submitted to the Working Party by the director of the school in September 1968 urging it to allow the school to continue as a regional institution. The Working Party in its report stated that it did not wish to set down guide lines for specialization, and preferred to leave the future of the nonduplicated facilities for discussion among the proposed universities and governments through the agency of an Inter-University Committee to be set up after the establishment of the three independent universities. The Working Party, however, made a specific recommendation with regard to the school of librarianship which was subsequently accepted by the East African Community: "We recommend in the case of the

> professional training of librarians that the East African School of Librarianship at Makerere University College should continue to serve all three states on a regional basis after the dissolution of the University of East Africa until the circumstances warrant it." This decision of the East African Community was further endorsed by the Visitation Committee to the Makerere University College before the college assumed the status of a national university on July 1, 1970.[15]

Makerere University subsequently decided to retain the East African School of Librarianship as a regional responsibility. The Working Party had recommended that the three universities should cooperate in maintaining non-duplicated facilities. However, in practice although the school enjoys the support of the three states of East Africa it has been financed exclusively by Makerere University and the Ugandan Government.[16]

The school remains under the governance of the Council on Library Training in East Africa. Chairmanship of the Council is vested in the Librarian of Makerere University while the Director of the school serves as secretary. The University Librarians of the Universities of Dar es Salaam and Nairobi and the Directors of the three national library services of Kenya, Uganda and Tanzania together with a representative of the East African Library Association complete the membership of

the CLTEA.

> The functions of CLTEA are identical with those of a faculty board but, as it is an independent body directly responsible to the Makerere University Senate, this arrangement ensures that the school has a certain degree of autonomy which simplifies the administrative proceedures.[17]

The CLTEA under its present Chairman, T.K. Lwanga, Librarian, Makerere University, has been a strong and effective instrument for strengthening the school. B.S. Saith wrote in his final report for Unesco after leaving the school:

> Looking back at the history of the School as shown in the minutes of the CLTEA's meetings, it would be difficult not to come to the conclusion that the School owes its survival more to the sustained efforts of the CLTEA than to any other single factor. In the discharge of its duties, the CLTEA showed exceptionally high and mature standards. The quality of its deliberations has won the confidence of Makerere University and the library profession.[18]

The CLTEA at its 19th meeting held in April 1972 took two far-reaching decisions about the directions of the school. One was that the last certificate course would be offered in 1973/74. Kenya, Tanzania and Uganda accordingly began to plan their own training for the certificate level.

Kenya entered into an agreement with the Norwegian Government through Unesco's programme of

bi-lateral aid to mount its first six-month training programme for library assistants at the Kenya Polytechnic, Nairobi, beginning in October 1973. The course is being taught by two teachers and will train approximately 30 library assistants.

In Tanzania training of library assistants began in 1971 at the Dar es Salaam College of National Education, the purpose of the course being to produce library assistants who would work in School and College Libraries. The course was run jointly by the Ministry of National Education and Tanganyika Library Service. The former provided accommodation and funds and the latter lecturers. It was a six month course based on that offered at the East African School of Librarianship but without the EALS requirement that entrants would have worked for a year.

In June 1971 Ezekiel Kaungamno, Director of the Tanganyika Library Services, put forward a memorandum to the Minister of National Education which led in July 1972 to the superseding of the 1971 course by a National Certificate Course for Library Assistants in Tanzania aimed at producing library assistants for libraries in Tanzania generally.

Twenty-six students were enrolled. It was felt that more assistants were required than were formerly trained at Makerere. It is expected that this course will be held annually with an intake of 20-25 students. The syllabus is described by Ezekiel Kaungamno as follows:

> This course is not a watered down version of the Certificate Course at Makerere. The entry qualification are the same. However, while the syllabus has been pitched to levels of the Certificate Course it is geared to meeting the needs of Tanzania.[19]

Uganda plans to mount the certificate course at the Advanced Teacher's College, Kampala, subject to suitable arrangements being concluded.

Also, at its 19th meeting of April 1972 the CLTEA directed the East African School of Librarianship to produce a syllabus and regulations for a post-graduate course in librarianship.

Physical Facilities

In the early years it is recorded, "The College provided an office and a house for the director, teaching accommodation, housing for the students and whatever administrative services it could spare."[20] The 1968 Unesco evaluation team commented that,

> The Committee wishes to record that it found the office and teaching accommodation

> grossly inadequate, and, as a result, considerable discontent amongst both staff and students. ...[21]
>
> The administration of the school is housed in very inadequate premises which have no telephone and give the Director an office which is little larger than a cupboard. The teaching accommodation is borrowed from other college institutions, so that students and staff of the school have to rely on gaps in the time-tables of others in order to find a room, and this state of affairs was said to be partly responsible for the lengthening of the current course of the present second-year diploma students. The facilities of the College library are excellent, however, and are freely put at the disposal of the staff and students of the school whenever possible.[22]

From January 1962 the East African School of Librarianship has occupied its own handsome building immediately adjacent to the University Library. This building was made possible through a loan from the Ugandan government to Makerere University. It contains six offices, two classrooms, and a library school library with a capacity for 8,000 volumes and seating and study facilities for 50 readers.[23] When the school moved into its own building Makerere University Library transferred holdings, numbering some 2,500 volumes in librarianship

and 120 periodical titles, to the school. These were integrated with the school's own collection of 1,640 volumes. The EASL library appears to be the finest collection of books and periodicals on librarianship, bibliography, documentation, and information science in East Africa.

Staff

Staffing difficulties plagued the East African School from the very beginning and prevented it from attaining the full potential effectiveness envisaged by Mr. Hockey and its other founders. Until July 1967 when Makerere provided one position of lecturer all staff were provided from technical assistance sources.

The first Unesco Director, Mr. Knud Larsen of Denmark, was alone for some time. The second staff member, Mrs. Pamela Warren, arrived in 1964 and remained until 1965 when Rockefeller Foundation assistance ended. Prof. Larsen having served his two years term returned to Denmark in 1965. Upon his return he was able to persuade the Danish Foreign Affairs Ministry to provide a Danish librarian to serve as lecturer from September 1965. Prof. Larsen was succeeded by Mr. G. Gomm, the second Unesco director, who arrived in January 1966.

With the departure of Mr. Gomm in June 1967 the Danish lecturer was alone. The Danish government then stepped in by providing a second lecturer for a period of two years. Finally, after a month's refresher course in cataloguing the first diploma students sat their examinations in March of 1968. Mr. W. L. Saunders, Director, Postgraduate School of Librarianship and Information Science, University of Sheffield, and Honorary Consultant, East African School of Librarianship, served as External Examiner. At the conclusion of their examinations the students had yet to write the individual papers (similar to a thesis) prescribed in the syllabus. It was Mr. Saunders' recommendation that this requirement be waived for this group as it had already spent three years in the school and this was accordingly done.

Staffing difficulties due to a lack of assured financial base weakened the school's effectiveness during these early years. It was largely the continuing interest and dedication of the first director, Knud Larsen, resulting in Danish aid which served to keep the school going.

After a delay of 12 months from Mr. Gomm's departure, the third and last Unesco Director, S. S. Saith, a library educator of thirty years experience, eight of them

spent as an international field expert, arrived in June 1968. The Danish Government continued to supply a lecturer on a bilateral agreement basis until June 1971 when Danish aid came to an end. The staff strength from 1968/69 through 1971/72 varied from three to four lecturers. Additionally, Unesco having provided a fellowship to train a counterpart for Mr. Saith, Mr. Mohamadali was recruited and sent to Sheffield to obtain his masters degree in librarianship.

1972 saw a new crisis in staffing when Mr. Saith's contract as Unesco director expired and Unesco aid formally came to an end. The other staff with the exception of S.A.H. Abidi all left Uganda for personal reasons. Mr. Abidi soldiered valiantly on alone with part-time assistance from H. M. Kibirige, the present acting director until first Mr. Kibirige and then Mrs. Nturinjeu, both Ugandans, joined the staff on a full-time basis. Mr. Abidi's contract expired in 1973 and indigenization of the school was complete.

By February 1974 the staff strength had risen to four full-time lecturers--

H.M. Kibirige, B.A. (Hon), E.A. (Liverpool), ALA, - Acting Director.
Mrs. P.K. Nturinjeu, B.A. (Berkley), M.A.L.S. (Syracuse)
Mohamadali, M.A. (Sheffield)
John Otim, B.A., A.L.A.

The Acting Director hopes to send John Otim to Loughborough University of Technology in October 1974 for the new course in M.A. in Archive/Library/Information Studies and Education of the Department of Library and Information Studies tailored for teachers of librarianship, particularly those from developing countries.

The Development Plan 1973-76 projects staff requirements as follows:-

Academic Staff requirements

Academic Staff	1972/73	1973/74	1974/75	1975/76
Director	½ year July-Dec.	1	1	1
Reader	-	1	1	1
Senior Lecturer	1	1	1	1
Lecturers	4	4	4	4
Tutor Fellow	-	1	1	1
Part-time Lecturers	shs. 13,000	shs. 13,000	shs. 13,000	shs. 13,000[2]

Students

The first two certificate courses held in 1964 by Mr. Larsen and Mrs. Warren produced 23 successful candidates.

The basic entrance requirement was Cambridge School Certificate or G.C.E. plus one year's experience in a

library. Exceptions were permitted for very experienced staff without the educational requirement if they were strongly recommended by their employing libraries, had worked for five years and passed an English language competency test. The geographical distribution of the first candidates was Uganda (10), Tanganyika (5), Kenya (4), Malawi (2), and Zambia (2).[25]

With the exception of the fourth certificate course which included one further student from Zambia there were never again certificate level students from outside the three East African countries. Mr. Larsen said of these students, "We have finished two Certificate Courses and we, the tutors, agree that the students who come to the School not only come because they are sent by their libraries and expect a raise in salary, but also because they are, or during the course get, deeply interested in their profession."[26]

From 1964 to 1971 the School conducted eight courses and 138 students qualified for the award of the Certificate (42 Kenya, 52 Tanzania, 39 Uganda, and 5 from countries outside East Africa), 31 students (13 Kenya, 11 Tanzania, 7 Uganda) attended the 9th course and took their examination in December 1972.[27]

The first diploma course began in 1965. It was planned to provide "the highest qualification in librarianship awarded in the East African countries."[28] The entrance requirements for the course were the same as those for the University--minimum educational qualifications of Higher School Certificate. Merit-standard candidates from the School of Librarianship's certificate course were also eligible. In all cases practical experience was required.[29] Eight applicants, all non-graduates, were admitted to the first diploma course. As they did not have the University entrance requirement of Higher School Certificate at the proper level their course was lengthened to three years, the first year of which was general studies. The eleven students who were admitted to the second diploma program underwent the same extension to a three year program. All of these students were selected from the top students of the certificate courses.

The Unesco Committee which evaluated the school in 1968 commented,

> The students seemed keen and articulate. They were clearly benefitting from contact with university students; and expressed themselves freely about the problems raised by the absence of accommodation and the lengthening of the course. None of them appeared to expect any difficulty in securing or returning to

suitable employment after qualifying. They also underlined the importance of being given opportunities for more advanced training abroad, with emphasis on practical work.30

Up to 1970 33 diploma students and 112 certificate students had completed the course. Enrollment exceeded the projections in the 1970-73 development plan period. Projected enrollment had been 20 in the first year diploma and fifteen in the second year; actual enrollment was 25 and 19 respectively.

The Development Plan for 1973-76 made the following projections for the 1973-76 period:

Projected numbers of students

	1972/73	1973/74	1974/75	1975/76
Diploma Course Year I	26	30	32	32
Diploma Course Year II	18	26	30	32
Certificate course	32	32	32	32

(i) It is envisaged that the School should maintain the increase in student numbers at least for the year 1973/74 but should not grow beyond the point where classes become too large for teaching methods appropriate to librarianship to be used effectively. This explains why the figures for 1973/74 to 1975/76 do not show any significant increase although manpower requirements alone would demand a greater intake for all levels.

(ii) The proposed course for the Postgraduate Diploma in librarianship would have an initial intake of up to ten students and would not be expected to grow much beyond this figure during the triennium 1973-76.[31]

Student admissions to the diploma course were during the 1973/74 session recorded as follows:-

Diploma I - 30 (Kenya 7, Tanzania 8, Uganda 15)
Diploma II - 25 (Kenya 5, Uganda 9, Tanzania 11)

In 1971 the name of the certificate awarded was changed from Certificate in Library Studies to Library Assistant's Certificate. The CLTEA at last in 1972 implemented numerous previous recommendations (including the recommendation of the 1968 Unesco Mission) that the Certificate course no longer be offered in the university-based East African School of Librarianship. It decided that the last certificate course would be held in 1973/74.

It is envisaged that the post-graduate course should admit not more than ten students in the first instance.

Qualifications Awarded

The school has awarded two qualifications: the Diploma in Librarianship, a two year non-graduate course for which entrance requirement is that of university admission--two

advanced level papers--and the Certificate in Library Studies (formerly Library Assistant's Certificate), a six month training program for holders of G.C.E. and a year's working experience in a library.

Curriculum

The curriculum of the six-month certificate program has always emphasized those practical and technical fields of activity with which assistants normally deal. It includes a general survey of the organisation of libraries. The syllabuses of the new certificate courses in Tanzania and Kenya are based on that of Makerere: 1) Introduction to librarianship, 2) Cataloguing and classification, 3) Descriptive bibliography and reference books, and 4) Library administration and routines.

The curriculum of the present diploma course contains six elements. As outlined in the 1972/73 Handbook these are:

1. Libraries in their social setting;
2. Management of libraries;
3. Classification;
4. Cataloguing;
5. Bibliography and reference materials;
6. The individual project--a descriptive account of a theme within the curriculum or the compilation of a bibliography.[52]

This represents one less element than in the 1971 Handbook which included in addition to the above named a course in subject bibliography. The curriculum has undergone continuous revision in detail under changing directors, the syllabus of the first diploma course (1965-1967) having been composed of the following:

1. Books: Historical and technical aspects (History of books and publishing);
2. Libraries and society;
3. Language study: basic French, German and Swahili, (in other words the study of library terminology);
4. Descriptive bibliography;
5. Book acquisition;
6. Stock control;
7. Stock organization:
   a) Classification
   b) Cataloguing
   c) Special materials;
8. Services to readers;
9. Services to special groups:
   a) New literates
   b) Aged and disabled
   c) Children and schools;
10. Library administration:
    a) General
    b) Staffing
    c) Planning;
11. An individual paper (a detailed bibliographic work or a descriptive account of a theme within the curriculum of the school).[33]

The early curriculum was particularly geared toward the day to day processes of library work. Up to the present it has produced largely operational personnel in special and public librarians (and library technicians in

the university libraries), but in addition it has succeeded in offering opportunity for a few top flight professionals to educate themselves further either through self-effort or by going abroad for additional training.

Until 1970 all students were on the staff of existing libraries and had worked for a minimum of one year. From 1970 when direct entry was introduced the school provided "a specially devised and supervised introductory course of practical work" for them. The school thus continued to emphasize to candidates that it was to their advantage to have acquired some practical experience before starting the theoretical studies.

The entire course is given with a maximum of practical and laboratory experiences. Teaching method is flexible and teachers exercise individual freedom. However, lecture/discussion method is basic. Additionally, cataloguing, classification and reference service utilize the laboratory method while bibliography utilizes the project method. Visits to libraries form an important part of teaching method.

Diploma students from the 2nd Diploma course (1967-1969) onward have submitted special projects which may be either a bibliography or research paper. Forty nine

research projects had been successfully completed from the second diploma group (1967) through the sixth group (1973). The first 8 diploma students were exempted from this requirement. These research projects deal with libraries and librarianship in East Africa and thus form a valuable collection of research on East African libraries and librarianship.

The curriculum is presently composed completely of core subjects derived from the British Library Association syllabus. It contains no options. The content of the core courses is, however, undergoing continuous revision toward greater relevance. The course, *Library in its Social Setting*, taught by H.M. Kibirige is a good example of this. Mr. Kibirige includes in his course content dealing with the development of library services in Africa. Problems relating to African bibliography and African sections of existing classification schemes are also being taught in existing courses.

The Acting Director is firmly committed to the introduction of a post-graduate programme as a means of upgrading the content of the curriculum by introduction of modern trends and technology. The Ugandan Library Association at its meeting of 29th June 1973 took the following decisions with respect to the need to introduce

training in this field:

1) All qualified librarians in Uganda should undergo additional training in documentation.
2) The East African School of Librarianship should incorporate documentation studies in its curriculum.[54]

A pioneer effort three-month regional Training Course in Documentation was in fact offered by the School in 1969. The course was sponsored by UNESCO with the financial and technical assistance of the Friedrick Naumann Stiftung. Fourteen students with experience in special libraries or documentation centres--Kenya (4), Malawi (1), Tanzania (3), Uganda (5) and Zambia (1)--including three Diploma holders from the East African School participated in the course. Six visiting lecturers came from Germany to participate in the programme and one member of the School worked as a part-time instructor as well as coordinator for the course. Teaching centred around organization and administration of documentation centres, indexing, abstracting, automated documentation techniques and international cooperation. Some of the best students--among them Eastern Africa's two pioneer "documentalists": Remi Chisupa, National Council for Scientific Research, Lusaka and A.H.E. Jumba - Masagazi, East African Academy, Nairobi spent a further period in Germany.

Courses in Archival Studies have not been discussed to date as it is assumed that training of archivists would be done in the Unesco sponsored regional school proposed for Ghana. School Librarianship is another specialty which has considerable relevance to the needs of East Africa. The school periodically (1966, 1968/69 - 1970/71) offered a service course in school librarianship to students in the B.Ed. program. However, changes in the structure of the B.Ed. program forced its discontinuance in 1971. The 1973/76 Development Plan proposes a special course in school librarianship for graduate teachers. In his final report to Unesco Mr. Saith wrote,

> The idea of introducing the professional course for graduates has come of age, and it is hoped that the school would be able to institute it in the not too distant future. The introduction of this course would also carry with it the enormous advantage of opening an avenue for professional studies by graduates with varying subject specialisation such as science, humanities or social sciences needed by different types of libraries. Furthermore, should the school not be able to organise a separate course for teacher librarians, this postgraduate course of general nature could also serve the needs of graduate teachers by introducing optional subjects having a bearing on the work in school libraries.[35]

Audio-Visual materials and techniques and Systems analysis are other areas which have been discussed as potential additions to a post-graduate program.

Achievements

The East African Library School is completely integrated at a level equivalent to an Institute within Makerere University. It has its own independent budget. A building to house the school was erected and put into use in January 1972. This building includes six offices, two classrooms and the library school library with a capacity for 8,000 volumes and 50 readers. The school has a full-time establishment of five lecturers and a director. The Director has the rank of Professor and Dean. The East African School of Librarianship is the only Sub-Saharan African Library School with a teaching staff composed completely of qualified African lecturers.

Student intake in the diploma classes has tripled since the first class of 8 entered in 1965, having risen to 25 by 1973.

At the end of the 1972/73 session the East African Library School had produced the following:

Year	Certificate Awarded	Number
1964 - 1970	Certificate in Library Studies	112
1971 - 1972	Library Assistant's Certificate	57
1965 - 1973	Diploma in Librarianship	55[36]

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CHAPTER XII

DEPARTMENT OF LIBRARY SCIENCE,

HAILE SELLASSIE I UNIVERSITY, ADDIS ABABA, ETHIOPIA

Programme in Library Science, Faculty of Education, Haile Sellassie I University, 1965/66 - 1968/69

Aims and Objectives

To prepare teacher-librarians for school libraries.[1]

To provide basic training in Library Science in both its theoretical and practical aspects, for prospective junior professional librarians. The syllabus is devised to provide basic general training for junior librerians suitable for all types of libraries. Emphasis is placed on special requirements of Ethiopian libraries.[2]

Historical Development

The East African School of Librarianship was the first library school in Eastern Africa. In the 1960's two other library schools developed, both Unesco aided, from Unesco programs of assistance to teacher training programs. The first of these was initiated in Ethiopia in 1965.

The earliest known forerunner of education for librarians in Ethiopia was a two week training course for school librarians which had been held by the Ministry of Education in 1956.[3]

Formal library education in Ethiopia owes its foundations in large measure to the efforts of Mrs. Rita Pankhurst, who both as a librarian at the National Library and subsequently as Librarian of the University Library encouraged the organization of short introductory courses in library techniques for library assistants during summer vacations. These refresher courses were offered from 1959 to 1964, first at the National Library and during their last two years at the University.

Mrs. Pankhurst in her 1964 memorandum on "Library Training in Ethiopia" submitted to the Library Committee with the Annual Report of the university library in January 1965 described these courses as follows:

> These courses were intended for assistants and prospective assistants in school and other libraries. It was felt that, however rudimentary and makeshift, the courses were valuable in that they:
> 1) Created, among library assistants, a sense of entering into, or belonging to, a profession.
> 2) Drew the attention of the general public to the fact that librarianship involved a great deal more than being the "zabanya" (guard) of books.

3) Afforded employers some yardstick by which to assess the technical qualifications of applicants for positions in libraries.[4]

These courses she noted had failed to fulfil their purpose fully for three reasons:

1) There was a shortage of qualified teaching staff;
2) Timing difficulties arose by relying only on the vacation period when both potential teachers and students tended to be away;
3) The educational background of the applicants (one or two years of secondary school) was too low.[5]

Mrs. Pankhurst then proceeded to outline a proposal for university-based library studies at Haile Sellassie I University to include the following courses:

1) For library assistants

A one or two year evening course under the University Extension Programme leading to a certificate. This would be for adult working librarians and would teach library procedures and sources. Employers would be encouraged to reward such efforts by a small raise.

2) For school librarians

Courses for teachers under the Faculty of Education leading to a teacher-librarian's diploma, in addition to their teaching qualification.

3) For higher level librarians

a) Courses in the Faculty of Education with at first a minor and later a major in library science leading to a BA. The best candidates could then, after some practical experience in local libraries, be sent abroad for specialised training in branches of librarianship.

> b) Eventually, a Graduate School of Librarianship. It should be noted that in most countries library training is post-graduate.
>
> If courses in library science are to be offered both under the Extension Department and/or under the Faculty of Education teachers would have to be found from outside since the qualified librarians at present in Addis Ababa are too few in number and already too fully occupied to make more than a token contribution to the teaching programme.[6]

The implementation of these plans became feasible when an experienced Librarian, Dr. C.P. Shukla, arrived in Addis in September 1965 as a member of the UNESCO Special Fund Team attached to the UNDP funded Secondary Teachers Training Project. As it was not planned to develop an education library in the Faculty at that time, Dr. Shukla was given the assignment by the University Librarian, Mrs. Pankhurst, of planning the curriculum for two library education programmes--a minor in library science geared to training teacher/librarians and a diploma course for junior librarians. His proposals were approved by the Faculty Council on 14 January 1966 and the courses began in February 1966 under his direction. The minor in library science was optional to first and second year students of the Faculty of Education and a two and one-half year Diploma in Library Science was initiated in the evenings through the University's extension programme.

In 1967/68 a full-time one-year programme leading to the Diploma was initiated. The following year the evening course was closed due to shortage of staff, most of whom were volunteers from the university library. The thirteen remaining night extension students were permitted to transfer into the day course.

1968/69 was the last year of Dr. Shukla's contract. During that year a UNESCO counterpart fellowship was awarded to Ato Tesfaye Aldiga, a student of Dr. Shukla who had graduated with a minor in library studies, to enable him to obtain his M.L.S. in the United States preparatory to returning to head the department.

Physical Facilities

The department shared facilities in the Faculty of Education and the university library.

Staff

Throughout this period (1965/66-1968/69) Dr. C.P. Shukla was Head of the Programme and the only full-time lecturer. He was assisted on a part-time basis by the university librarian, Mrs. Pankhurst and other staff of the University library.

Students and Degrees Awarded

The following degrees were awarded:

	1966/67	1967/68	1968/69	Total
Diploma in Library Science	4	25	22	51
Library Science Minor	-	-	7	7

The first group of seven B.A. or B.Sc.(Ed.), with Library Science Minor graduated in 1968/69,[7] a year when enrollment was: 1st year - 35; 2nd year - 43; 3rd year - 38; Ethiopian service year - 9; fourth year - 9, a total of 134 students[8] enrolled for the minor.

Curriculum

The "minor in library science" was developed as one of the minor options for secondary education degree students. It consisted of studies covering 25 semester hours. The students started from the second semester of the first year and finished their course in the final year. The first curriculum was intensely practical. It was composed of six professional courses: 1) school library organization; 2) school library administration; 3) library classification; 4) library cataloguing; 5) bibliography

and bookstock; 6) reference service and assistance to readers, as well as three literature courses, one of which--Introduction to language and literature of Ethiopia--was taught outside the programme and two of which--Literature of Ethiopia and Juvenile literature--were taught by the Library Science Programme.[9]

The undergraduate diploma level course, designed to train junior librarians, consisted of 32 semester hours' work. The course both as offered as a full time day course of one academic year's duration and as a part time evening extension course of two and one half academic years, was composed of studies in three groups of subjects:

A. Professional course
   1. Library organization (a foundations course)
   2. Library administration
   3. Library classification
   4. Library cataloguing
   5. Reference service and assistance to readers.

B. Literature in special fields (not less than four credits from a series of options which include two courses related to Ethiopia).

C. General education courses (not less than eight credits from a series of options of which three relate to Ethiopia).[10]

Department of Library Science, Faculty of Education, Haile Sellassie I University, 1969/70 -

Aims and Objectives

> The Department of Library Science offers various courses for students who are going to be secondary school teachers. These courses are geared to prepare teacher-librarians who can play double role, that of a teacher and a librarian. One of the objectives of these courses is to develop an ability in the teacher-librarians to organize school library materials (books, non-book materials) using professional skills and procedures and to co-ordinate library activities in support of the educational program of the school. The Library Science courses of study will train teacher-librarians, and at the same time expose them to various literatures, develop a habit to evaluate and appreciate reading materials. Students are encouraged to investigate the interest of their pupils and relate reading materials to the need and ability of the students. The Department of Library Science is also engaged in research related to the use of school libraries in Ethiopia.[11]
>
> [With] the resumption of the Library Science Diploma Course as a part of the University Extension ... the needed para-professional manpower will once again become available. ...[12]

Historical Development

At the beginning of 1969/70 the Library Science Programme became a fully-fledged Department of Library Science in the Faculty of Education, completely supported by the University. Unesco assistance was thereafter

limited to support for the Ethiopian graduate of the minor programme, Ato Tesfaye, selected as Unesco counterpart for Dr. Shukla. Ato Tesfaye returned to the Department and began teaching in February 1971. At the end of the 1970/71 academic year he succeeded Miss Ruby Martz who headed the Department from 1969/70 - 1970/71.

In 1970 admission requirements for the diploma course were upgraded to enable students to follow the course more effectively. "As only three applicants met the requirements the Diploma course was not held."[13] The diploma was re-introduced in the 1972/73 session in response to the pressure of need for training para-professional staff for the university library as well as the recommendation of the Ministry of Education that diplomates be trained to man school libraries.

The future of the library science programs during the next development period of the University was in 1973 being discussed by the University Education Planning Task Force. In response to recommendations made by the Ministry of Education the Task Force decided that more emphasis could be placed in the diploma program on training school librarians and that the present minor program might be discontinued for the moment in view of

the fact that data available showed that few of the minor graduates were in any way involved with school libraries.

The "Task Force" also suggested merging the Department of Library Science with the Department of Elementary Education because of the smallness of both. This suggestion was resisted successfully, but the Task Force recommendation that consideration should be given to phasing out the minor because most of its graduates are not being utilized as school librarians as had been the intention, but were instead doing full time teaching appears more difficult to resist. The Task Force recommended that "a regular diploma program for school librarianship should be created which would provide a limited but selected group for this field."[14]

In a meeting held to consider the Task Force Recommendations, the university library professional staff recommended an up-to-date survey of the utilization of graduates of the minor to determine actual utilization and continued pressure on the Ministry of Education to utilize the minors as teacher-librarians. It was noted that Woiziro Mary Tadesse, the Minister in charge, had previously directed the Librarian in the Ministry of Education to write to all schools directing them to deploy minor

graduates in organizing the school library.[15]

Physical Facilities

The Head of Department and his Secretary are the sole full-time staff. Their offices are in the Faculty of Education. Classrooms are shared on the basis of need in the Faculty. The department utilizes the librarianship collection in the main University library.

Staff

The Department's position within the Faculty of Education has always been weak because it is a one-man department with the Head being the only full-time teaching staff. A second teacher was requested for 1969/70 but budgetary restrictions resulted in the rejection of the request.

From 1968/69 - 1970/71 Miss Ruby Martz and from 1971/72 onward the present head, Ato Tesfaye Aldiga have been the only full-time staff. Staffing is the most critical aspect of the development program. One lecturer can not handle the load and develop the programs; and the university library is decreasingly able to offer even the part time assistance which enabled the

programs to get under way in the initial years although Mrs. Pankhurst herself continues to teach a course in Ethiopian Bibliography.

The extension program, however, by offering its courses in the evening and paying an added inducement allowance attracts part time lecturers from among the Ethiopian graduate librarians on the university library staff. Three part-time lecturers (all of them Ethiopian graduate librarians) have assisted Ato Tesfaye Aldiga with the diploma program since its re-introduction in 1972/73.

Students

Although no diploma course was taught between June 1970 and June 1973 due to lack of staff and the upgrading of admission requirements the evening extension course which had been suspended after 1968/69 resumed again in 1973, and it was hoped that the day diploma course would resume in 1974. School library clerks are among the diploma students and there is feeling that it is less wasteful to train diploma holders for the school libraries since they will remain with the libraries as full time staff. In 1972/73 thirty-five students enrolled in the extension diploma program; twenty-seven of them completed the 1973 spring semester. Nine of them were

university library staff.[16]

Enrollment in the minor program was 13 in 1969/70; in 1971/72 the number rose to 26; in 1972/73 and again in 1973/74 enrollment was limited to 15 new entrants.[17]

By 1973 most of the early students graduated thus producing approximately 100 graduates with minors in library science. Available data indicates that only a handful are at present in any way connected with school libraries. The present head of the Library School, Ato Tesfaye Aldiga, as well as the School Libraries Officer in the Ministry of Education, Ato Arefaire Belai, are, however, products of the school. Both obtained post-graduate degrees in librarianship from Western Michigan after graduating from HSU and both occupy strategic positions for future development of school libraries.

Qualifications Awarded

The school awards two qualifications--the one-year diploma for holders of secondary school certificates and the degree of B.A. Education with a minor in library science.

Curriculum

The curriculum devised by Dr. Shukla was revised and re-sequenced by Miss Hartz. An education course in

preparation and utilization of teaching materials was introduced; cataloguing and classification were combined and given a reduced class time; and Introduction to librarianship (a course in how to use the library) was substituted for School library organization which had been tailored by Dr. Shukla to cover the educational aspects of the school library (interaction with the pupils) and the teacher librarian's interaction with the school administration.

The curriculum introduced by Miss Martz in 1970 and not revised again formally since (although informal revision of course content is a continuing process) is as follows:

Year II:
1. Introduction to librarianship
2. Preparation and utilization of teaching materials (2 semesters)
3. School library materials (a literature course)

Year III:
1. Reading guidance for young people
2. Reference service
3. History of Ethiopian literature -

Year IV:
1. Classification and cataloguing
2. School library administration
3. Ethiopian bibliography.[18]

In this curriculum may be seen an attempt to avoid the traditional class units by restructuring content into logical sequence and also an attempt to introduce a

rudimentary idea of the library as a learning resource centre. A major criticism of the present director, Ato Tesfaye, is that the time allocated for cataloging and classification is insufficient and that insufficient opportunity is provided for practical work.[19]

Course descriptions as given in the 1972-73 syllabus reveal a strong orientation toward the needs of school libraries in the Ethiopian setting:

LSci 203 (2) Introduction to Librarianship

An introduction to the library profession with emphasis on using the HSIU Library. Basic library skills e.g. alphabetizing, putting books and cards in order, locating information in the Card Catalog, using periodical indexes, basic skills in using reference books, an introduction to the purpose of school libraries.

LSci 204 (2) School Library Materials

Bibliographies of materials written in English language suitable for Ethiopian schools. Actual handling and reading of informational books.

LSci 303 (3) Reading Guidance for Young People

Fiction and other imaginative literature (including books by African authors) suitable for Ethiopian secondary school students. Emphasis on inspiring and guiding students' recreational reading. Study of reading interests of Ethiopian young people.

LSci 304 (2) Reference Service

Reference service in the secondary school library. A study of basic reference books and their use.

LSci 304 (4) Classification and Cataloging

(3 hours lecture + 3 hours laboratory) a supervised laboratory course in cataloging materials for the school library.

LSci 404 (3) School Library Administration

Synthesis of all library science courses, with application to actual school experiences, i.e. selecting and processing materials, reading guidance. Relations with students, faculty, and administration; planning quarters and equipment.

LSci 412 (20) Ethiopian Bibliography

Ethiopian Studies Centres and Libraries, Primary sources for Ethiopian Studies (inscriptions, chronicles, hagiographies, foreign and local archives, travel literature.) Manuscript preservation. Printing in Ethiopia, Special materials for Ethiopian studies (serials, government publications.) Bibliographic apparatus, retrospective and current.[20]

Creative development of the curriculum is obvious in the night extension program. Here three part time lecturers from the University library (all of them Ethiopian graduates) assist Ato Tesfaye in the teaching. All of them are concerned with making their courses more relevant. Junior literature, taught by Ato Taye, has been completely rewritten in the light of his researches into books available and used in Ethiopian schools, particularly those by Ethiopian authors. Ato Kebreab and Ato Adhana (teaching cataloging and classification respectively) work

cooperatively in order to coordinate their teaching. They teach students to catalog and classify books in Amharic as well as European languages. For practical experience Ato Kebreab sends his students to do their laboratory cataloging in libraries in Addis Ababa, thus exposing them to a type of internship situation. Ato Tesfaye teaching administration relates his teaching to the conditions of small Ethiopian libraries.

Ethiopia like other countries in East Africa needs graduate librarians for top level leadership. The pioneer Ethiopian librarians are graduates who went overseas for post-graduate training. They are concentrated in the University Library and the Department of Library Studies. No facilities for post-graduate training in Librarianship exist in East Africa. For reasons which have been reiterated at international conferences and repeated by Rita Pankhurst at the SCAULEA meeting in Addis Ababa in 1971, post-graduate training in Africa is considered the ultimate goal of the profession.

The Department was first set up to produce middle-level manpower with senior librarians going abroad for post-graduate professional training. The Department's present proposals include the following:

1) the strengthening of the diploma into a full time two year program for professional librarians rather than junior librarians;

2) the strengthening of the minor into a major with the combination of audio-visual and library studies;

3) the introduction of a post-graduate diploma.[21]

No specializations are at present envisaged.

Achievements

The Department of Library Studies is an integral part of the Faculty of Education. "Admission requirements and other regulations for both courses are of the same standard as those for other subjects taught in the University at respective levels."[22] The Department has a fully qualified Ethiopian librarian, Ato Tesfaye Aldiga, at its Head.

The major achievement of the Department lies in having trained the following:

Year	Certificate Awarded	Number
1966 - 1970	Diploma in Library Science	72
1966 - 1973	B.A. or B.S. with minor in Library Science	100 (approx.)

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CHAPTER XIII

LIBRARY STUDIES, SCHOOL OF EDUCATION, UNIVERSITY OF ZAMBIA, LUSAKA, ZAMBIA

Aims and Objectives

> To provide the background knowledge to a Junior Assistant's normal daily tasks in a library so that he will know why he is doing a particular job as well as how to do it [in Certificate level training.]1
>
> To train non-graduates and leads to a qualification that will be regarded as the local equivalent to professional qualifications elsewhere (e.g. Diploma of East African School of Librarianship, A.L.A.)2
>
> [To offer professional library training to] Undergraduates at the University of Zambia [who] may elect under certain circumstances to do this course as part of their four-year B.A. or B.Sc. Degree Course.3

Historical Development

The development of professional education for Zambian librarians dates from the opening of the East African School of Librarianship. Here the three first Zambian librarians, E. Mukwato, F. Tembo and R. Mwale, had their professional training between 1964 and 1969. As

admission to the East African School was based on Higher School Certificate, a course which was discontinued in favour of four-year university studies at the time Zambia attained independence, it became obvious that there would soon be no Zambians qualified to enter the East African School of Librarianship.

As the University Librarian, Rita Pankhurst, was the moving force behind the development of formal library education in Ethiopia, so in Zambia this role fell to the University Librarian, Mr. A.J. Loveday. At the time of his arrival in Lusaka there were no arrangements for training library staff locally and the only Zambians who had received any training in librarianship were the three mentioned earlier who studied at the East African School of Librarianship. One of Loveday's immediate tasks was to train staff for the university library. Both graduates and non-graduates were required.

The first need to be tackled was that for non-graduate staff. Mr. Loveday describes the history of the establishment of this level of training in Zambia as follows:

> There were discussions in 1965 between the Zambia Library Service, the University and one or two public and government libraries of the best method of providing professional training within Zambia. It was proposed that there be a two-level course structure: a certificate sub-professional course of nine months part-time study, with an entry level of Form II (with

passes in English language); there was also to be a diploma course spread over three years part-time study leading to professional qualifications, with entry at Form II plus the certificate with Merit on a 1st Class School Certificate. It was realised at the outset that this was to be a transitory period and that the need to raise the standard of entry and course content would arise as soon as the output from the schools made this possible. The problem was to find an authority to be responsible for mounting the courses, reviewing standards and act as an examining and awarding authority. The University was the first choice but Senate declined to involve the University in training at a level below post School Certificate entry level. A Provisional Council on Library Training was set up and was to undertake the task but the Ministry of Education declined to participate and declined to delegate authority for the awards. Eventually a scheme was worked out whereby the organisation and examining would be the responsibility of a Working Party on Library Studies working under the Advisory Council on the Zambia Library Service, which was appointed by the Ministry of Education and whose Examinations Council would authenticate the results. The training was provided by the senior librarians in Lusaka on a voluntary basis. By this means 61 persons were trained to sub-professional level, and while only two persons completed their professional training by this means a number completed part of the three year course. The negotiation and endeavours to find adequate training facilities are too numerous to report here, but eventually with a rise in the standards for entry to a 3rd Class School Certificate, the University agreed to take over the responsibility for the courses and the awards. This happened in 1972 and resulted in some restricting of the course, incorporating instruction by the Department of Library Studies in the University on a full-time study basis.[4]

The Zambia Library Service Advisory Council, set up in 1960 to advise the Ministry of Education on the development of libraries, was wound up in January 1971.

The problem of provision of graduate professional staff was straightforward. The Senate of the University approved in 1966 a proposal that library studies would form a constituent part of the undergraduate 1st degree and lead to a B.A. with library studies or a B.Sc. with library studies.[5]

The implementation of Library Studies of the University of Zambia followed a course paralleling the development of the programme in Library Science at Haile Sellassie I University. As at Addis it grew from the presence of a Unesco library expert as a part of a Secondary Teachers Training Project under the UNDP Programme executed by Unesco. As in Addis the University decision for centralized library services made the expert redundant as an Education librarian. The University Librarian, A.S. Loveday, having defined the University priority as training, requested that the expert be given the responsibility for developing a library education program. The position of librarian in the Unesco teachers training project was withdrawn 17 March 1966 and a "Library Trainer" post substituted.

The first Unesco "Library Trainer" was Mr. Brennan-Jones whose immediate previous experience had been at the newly founded Library of the University of Ife,

Nigeria. Mr. Brennan-Jones arrived in Zambia in 1967 and spent six months developing the syllabus for library studies as an option in the B.A. or B.S. (Ed.) degree program.

Classes began in March 1968 with Mr. Brennan-Jones as the only full time lecturer. He was aided by part-time lecturers from the University Library. Among the first intake of students were some who enrolled in library studies as a means of transferring out of the School of Education into other fields. These students left library studies as soon as they could effect the transfer.

The accidental death of Mr. Brennan-Jones resulted in the suspension for ten months of courses in library studies. His successor was Mr. G. Gomm, who had served as Unesco Director of the East African Library School during 1966/67. Mr. Gomm took up duties in Zambia in April 1969 at which time only three students remained in the degree program in library studies. Throughout the remainder of 1969 he organized courses for the three remaining old students. There was a new intake of students in March 1970. In September 1970 Mr. Gomm was joined by Dr. C.P. Shukla, the founder of the programme at Haile Sellassie I University, thus bringing the teaching staff of Library Studies to two.

In 1970 the Zambian Government ruled that sponsorship for diploma courses could not be less than secondary school level (4 "O" level papers.) This brought admission for the diploma in library studies offered by the Zambia Library Service into line with University of Zambia entrance requirements. A.J. Loveday, University Librarian and Chairman, Professional Board on Library Studies, and Geoffrey Comm, Head, Library Studies, University of Zambia, submitted a joint memorandum entitled, "Proposal for the Unification of Library Studies in Zambia." This memorandum provided for the University library school to take over the certificate and diploma level training programmes formerly offered by the Zambia Library Service. It proposed a Professional Board of Library Studies to provide liaison between Government and University, composed of the Head and lecturers of the library school, representatives of the University, the University Librarian, Director of Zambia Library Services, Director of Zambia Archives, Representative of the Ministry of Education, Representative of the Commission for Technical and Vocational Training, a Representative of the library school students and a Representative of the Zambia Library Association.

The unification was approved in 1970 and those students already enrolled in the Zambia Library Services' programs were assisted to complete their courses in the university library school on a part-time basis. They formed the first diploma and certificate students to graduate from the University in 1972.

The first full time two-year Diploma course began in the University in June 1972 with an initial admission of 15 students. They successfully completed the first year in February 1973 and received their diplomas in February 1974. Staffing limitations forced intake into the diploma program to be done in alternate years.

The first certificate students graduated in 1972 and the next full time nine month Certificate course under the umbrella of Library Studies was taught at Mindolo Ecumenical Centre, Kitwe, during 1972/73. The eleven students who underwent the course at Kitwe received their certificates at the University of Zambia graduation ceremony July 1973. The school hopes to continue this course as an integral part of Library Studies subject to availability of staff.

The first degree students, three in number, graduated in 1970/71; the next year (1971/72) a single student

graduated; in 1972/73 the number graduating was three. Current enrollment figures indicate that as from 1973/74 an average of ten will graduate annually.

Projected additional programs to be implemented in the next development period are:

1) Implementation of the optional course for P.C.E. students in School Librarianship;
2) Optional course in School Librarianship in the Undergraduate Education Course;
3) M.Ed. Half Course in School Librarianship for practicing teachers;
4) Vacation course in School Librarianship for practicing teachers;
5) Course in Archival Studies;
6) Post-Graduate Diploma.

Assuming library development, the Head, Mr. Gomm foresees that B.A. students would after working for a year be sponsored to return to the Department for a one-year Post-Graduate Diploma and possibly for a second year leading to an M.S.[6]

Physical Facilities

Library Studies shares facilities with the School of Education of which it is a part on a basis of need. In 1973 the three staff of Library Studies each had individual offices in the Education building and shared its classroom on a scheduling basis. One classroom was available in the University library as well. A collection

of librarianship materials numbering more than 1,300 volumes of books and 110 current periodical titles and including complete holdings of Library Literature and Library Science Abstracts[7] is housed in the university library. Students use the university library as a laboratory. Reasons of economy unfortunately caused the cancellation of $25,000 which Unesco was to have given for creation of a library school library and workshop.[8]

Staff

Initially the school had a full-time staff of only one, Mr. Brennan-Jones. His successor, Mr. G. Gonm, was alone from April 1969 - September 1970 when he was joined by the second lecturer, Dr. C.P. Shukla. Two more lecturers were added to the staff establishment in 1971. Mr. Roger Spillers (American) was recruited to the staff in 1972 but a staff freeze thereafter prevented the employment of the fourth lecturer. The Director, Mr. G.Gonm, has been provided by Unesco and the other two lecturers are paid by the University of Zambia.

Library Studies is the only library school in the region without a single African lecturer. Unesco provided a fellowship for a counterpart trainee which it had not been possible to fill by July 1973. A promising 1973

graduate, Marcel C. Mulenga Bwalya, on whom hopes had been fixed, opted to enter his major field, public administration, rather than library education. The need for recruitment of a Zambian lecturer is a pressing priority in order to provide stability and infuse dynamism into library studies.

Students and Qualifications Awarded

The following librarians (senior and supportive staff) had qualified by the end of the 1972/73 session:

Qualification	Years	Number graduating	
Certificate	1966-70	61	- Advisory Council from 1966-70.
	1971/72	23	- Taken over by University from Advisory Council, 1971.
	1972/73	11	- University course taught at Ndolo, 1972.
	Total:	95	
Diploma	1966-70	1	- Advisory Council, 1966-70.
	1971/72	3	- Taken over by University from Advisory Council
	Total:	4	
B.A. or B.S. with Library Studies	1970/1971	3	- 1971
	1971/1972	1	- 1972
	1972/1973	3	- 1973
	Total:	7	

The projected output from the school by 1976 is as follows:

	Actual Figures		Projected Figures			
	1966-1972	1973	1974	1975	1976	Total by 1976
Degree	4	3	10	11	12	40
Diploma	4	-	16	-	16	36[9]

Curriculum

The curriculum of the Library Studies component of the B.A. or B.Sc degree course has not changed since its beginning. Library Studies are begun in the second year of the four year degree course and occupy roughly a quarter of the student's time thereafter spread out over three years. This is the equivalent of a minor. The University has not so far approved of professional studies to the level of a major.

The librarianship component of the degree course is composed of:

Year I

1) History and social background of libraries; planning, organization and administration of libraries;
2) Introduction to cataloguing and classification;
3) Historical and descriptive bibliography; document reproduction in the library; book-binding processes.

Year II

1) Acquisition and book selection; control, preservation and repair of library materials;
2) Classification and cataloguing;
3) Readers and reading tastes; assistance to readers; information work in libraries.

Year III

1) A detailed study of one of the types of libraries--University Libraries; Public Libraries; Special Libraries; Children's and School Libraries; Music, Record, Tape and Film Libraries; Archives and Records Management (not yet offered).
2) Cataloguing and classification;
3) Descriptive and practical bibliography and reference work.[10]

The curriculum of the Intermediate (Certificate) course was considerably upgraded when it was taken over by the University. Elements were doubled. Formerly composed of four elements only:

1) Librarianship: purpose and methods;
2) Library stock: description and arrangement;
3) Bibliography and reference books;
4) Literature of Africa;[11]

The present syllabus includes in addition:

5) Elementary classification and cataloguing;
6) Principles of book acquisition and selection;
7) Principles of preservation and repair of materials;
8) Introduction to information and reference work and services.[12]

The syllabus of the diploma programme, based from the beginning on the syllabus of the East African School of Librarianship, did not change when the course was brought into the University. It included the following:

Year I

1) Library and the community;
2) Government and control of libraries;
3) Organization of knowledge (through cataloguing and classification and indexes);
4) Practical classification and cataloguing;
5) Life, literature and thought [of the peoples of the ancient and medieval worlds.]

Year II

1) Practical classification and cataloguing;
2) Bibliographic control and service;
3) Bibliography and librarianship of Central and East Africa;
4) World literature [from 1600 A.D. to the present] (seems to continue 5 above);
5) A choice from:
   a) National, municipal and rural library services (with reference to Zambia)
   b) National, academic, and legal deposit libraries (with special reference to those in Africa)
   c) Special libraries and information bureaux (with emphasis on those in Central and East Africa).
6) A choice of:
   a) Bibliography of a social science subject
   b) Bibliography of a scientific subject.[13] (Not offered as yet due to lack of staff).

There is no research work or thesis requirement in any of the courses. Mr. Spillers hopes to get the Diploma students to do independent directed research in topics related to their library work. There is no field work requirement, but students are encouraged to take up employment in a library during the long vacation in order to obtain practical experience. There is little noticeable African content in the curriculum. However, all lecturers endeavour to relate course content to the particular problems of African countries like Zambia.

The Department's plans for development hinge closely on provision of additional staff and in particular the recruitment of African lecturers able to further adapt the course content to Zambian needs.

Achievements

Library Studies is accepted by the University as an integral part of the School of Education whose facilities it shares. Still to be achieved are its own facilities, budget and recruitment of Zambian staff.

The following librarians (senior and supportive staff) had been trained by the end of the 1972/73 session:

Certificate	-	95
Diploma	-	4
B.A. or B.S. with Library Studies	-	7

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2 Ibid., p.17.

3 Ibid., p.22.

4 Letter from Anthony J. Loveday, 12th October, 1973.

5 Ibid.

6 Interview with G. Gomm, Lusaka, July 1973.

7 As observed during visit of July 1973.

8 Letter from G. Gomm, Head, Library Studies, University of Zambia, 4th September 1973.

9 Interview with G. Gomm, Lusaka, July 1973.

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11 Zambia. University. School of Education. Library Studies. Librarianship in Zambia: a Careers Guide, pp.14-15.

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13 Ibid., pp.22-26.

CHAPTER XIV

COMPARATIVE ANALYSIS OF THE SUB-SAHARAN AFRICAN SCHOOLS OF LIBRARY, ARCHIVE AND INFORMATION SCIENCE AS OF JANUARY 1974

Objectives

The statements of objectives of existing library schools as published in their current catalogues are brief. They stress the aspect of training for the "professional qualification" (Zambia), "career at professional level" (Kampala), "middle-level librarians, archivists, and documentalists" (Dakar), "professional librarians" (Accra), "to train librarians" (Zaria), "training librarians" (Ibadan), and "training in library science" (Ethiopia).

Such brief objectives lack the specificity needed to make them effective tools for curriculum development. They are inadequate as guidelines to educational results because they are not expressed as objectives for which there are operational criteria. Until the first step of defining "librarian" in operational terms relative to the

African environment is taken, objectives and curriculum alike will remain derivative.

Recently there has been an increased concern with definition of aims and objectives by the Heads of African Library Schools. Such concern is a logical accompaniment of curriculum development. It is most visible in Nigeria and Ghana with higher level programs where there is an upsurge of curriculum planning and recent writings of Prof. Andre' Nitecki[1] and S.I.A. Kotei[2] (Ghana), Prof. F.A. Ogunsheyo[3] (Ibadan) and Prof. R.C. Benge[4] (Zaria) are involved with curriculum design for the African environment.

In East Africa where present programs offer the equivalent of middle-level and sub-professional training one may logically hope for a re-formulation of aims and objectives to accompany the introduction of higher level programs in the near future.

Status of Schools in Host Institutions

The two Unesco sponsored regional schools (École de Bibliothécaires, Archivistes et Documentalistes, Université de Dakar, and East African School of Librarianship, Makerere University) are firmly established as Institutes having equal status with other institutes within their

respective Universities. Their directors participate in university affairs at a high level. The schools are well known. Practically 100% of their students remain with the profession.

The other three West African Schools--Department of Library Studies, University of Ibadan; Department of Library Science, Ahmadu Bello University, Zaria; and Department of Library Studies, University of Ghana--are established as full Departments in their own right (that of Accra within the Faculty of Social Studies, the other two in Faculties of Education), with accompanying status and budgets. The oldest and best known is that of Ibadan which was until 1969/70 an institute. There is a relatively small wastage of students, and graduates of the three schools generally obtain jobs within the profession. The Department of Library Studies, Haile Sellassie I University and "Library Studies," University of Zambia occupy relatively weak positions within their universities. The position of the African library schools which exist as Departments appears to be weaker than that of those which are organized as Institutes. Admittedly this is open to controversy and cases should be considered individually. Yet it is to be noted that where schools share the umbrella of the Faculty with other departments they must compete for their share of

the cake on several levels. As they are usually small departments both in terms of number of staff and number of students their relative bargaining power is circumscribed.

Additionally, the Faculty is prone to define the objectives of the library school in terms of Faculty aims whereas library science is interdisciplinary and includes elements of science, social science and humanities in addition to its professional skills and expertise. Its interdisciplinary nature can not be comfortably contained within a single faculty. On the positive side, the umbrella of a strong faculty may afford the Department financial security in its initial years.

Obviously, when the University grants the library school the status of a School or Institute in its own right the Director or Head assumes a higher status and the school's image within the University (even though it may be a small school) is stronger. The strong position of the two regional schools (Dakar and Makerere) within their respective universities and the relatively weak position of most Departments vis-a-vis the rest of the university is cited in support of this conclusion.

Status in an academic institution is not only related to the administrative structure of the unit in the total university administrative framework but even more to the

level of programs offered and to the academic attainment of staff and students.

The level of programs offered by the average African library school is relatively low. Students have in the past been admitted with less than university admission requirement. This phase fortunately now appears to be past. However, the inclusion of training for library technicians within the framework of the university based schools continues. Enrollment in technician level programs tends to form a substantial proportion of total enrollment in the schools. Only in the Nigerian and Ghanaian schools is there an equitable balance between number of students in the technical and the professional courses. In Dakar and Makerere no degree level course is taught while in Addis Ababa and Lusaka the librarianship element of the degree course is so small that it is the equivalent of a minor. The lack of degree level programs creates the image of technical training rather than full professional training.

Academic qualifications of lecturers in the library schools conforms to minimum university regulations. However these lecturers are generally overloaded with teaching and have little time for research.

Research and Publication

Research and publication have been, in general, proposals rather than achievements. As of January 1974 there were research programs involving staff at Ibadan and Dakar, research programs involving students at the masters and doctorate levels in Ibadan, Zaria and Accra, a research program involving students at the first degree level in Zaria and a research program involving students at the professional non-graduate level at Makerere.

No publication of student research has yet taken place although the heads of the library schools at the University of Ghana, Ahmadu Bello University, Zaria, and Makerere University have made proposals for such publication. Students of Ahmadu Bello University have developed their own journal, The Library Scientist.

Besides personal contributions to international library journals academic staff of the Nigerian library schools contribute to Nigerian Libraries, academic staff of the Department of Library Studies, University of Ghana to Ghana Library Journal and academic staff of the East African School of Librarianship to the East African Library Association Bulletin and to Ugandan Libraries. The Ghana Library School publishes a Newsletter and Occasional Paper

series, the Zaria school a Newsletter, and that of Ibadan an Occasional Paper series.

Finance

All schools except those of Addis and Lusaka have their own budgets. The schools in Addis and Lusaka share in general budgetary provision for the faculty/school of education of which they are a part and have only small running cost budgets of their own.

Staff salaries are at par with others in the universities and budgetary provision for running expenses while not generous appears adequate. In Ethiopia and Zambia inadequate financing is reflected in insufficient staff and classroom/laboratory facilities.

All schools seek external aid to supplement their budgets, primarily in terms of 1) scholarships for staff, 2) scholarships for students, 3) grants of equipment and/or books, 4) capital grants for building and furnishings.

Physical Facilities

The East African Library School and Department of Library Studies, University of Ghana have separate buildings containing an office for each lecturer, a general office, a

library school library and at least two classrooms.

The library schools at Ibadan and Dakar occupy distinct and self contained floors of larger buildings and have available an office for each lecturer, a general office, a library school library and at least two classrooms. In addition to occupying a floor in the Faculté des Lettres, the Dakar School has a pre-fab extension to cater for increased office and classroom needs.

The three newest schools: The Department of Library Science, Ahmadu Bello University (1968), Department of Library Studies, Haile Sellassie I University (1965), and Library Studies, University of Zambia (1968) share office and classroom space in the Faculty of Education (School of Education in the case of Zambia) on a flexible basis. An office for each lecturer, an office for a secretary and classrooms as needed are available although they are not allocated permanently to the library schools. The Department of Library Studies, Ahmadu Bello University is developing a faculty of education library to serve both the Department of Education and that of library science.

As the African library schools show increased student enrollment and greater full-time staffing, the need for increased facilities becomes more pressing. All of the library schools with the exception of Ibadan and Zaria

continue to depend upon an additional classroom in the University library. Only in Ibadan, Dakar and Makerere are there well developed library school libraries to serve as laboratories and to supplement professional holdings in the University library. The other schools are wholly or largely dependent upon the University library for their professional literature collection.

Present accommodation appears to be barely adequate in Ibadan, Zaria, Accra, Dakar and Makerere and inadequate in Addis Ababa and Lusaka.

Staff

For the 1973/74 session the schools had the following full-time staff strength:

Department of Library Studies, University of Ibadan

	Mrs. F. Adetowun Ogunsheye	- Professor and Head of Department
	Mrs. B. Olabimpe Aboyade	- Senior Lecturer
	Miss Monica A. Greaves	- Lecturer
	Mr. Wilson O. Aiyepeku	- Lecturer
	Mr. Briggs C. Nzotta	- Assistant Lecturer
	Mrs. Kathleen G. Okpako	- Librarian/Demonstrator
**	Miss Geraldine Walker	- Lecturer
**	Mr. Michael J. Cooke	- Lecturer

** On loan for 1 term only from School of Librarianship, Wales.

Department of Library Science, Ahmadu Bello University, Zaria

	Mr. Ronald C. Benge	- Professor and Head of Department
	Mr. Abdul Moid	- Reader
*	Mrs. Doris Bozimo	- Lecturer
	Mrs. Judith Myada	- Lecturer
	Mr. Colin Canday	- Lecturer
	Mr. Cavan McCarthy	- Lecturer
*	Mallam Abdullahi Mohammed	- Lecturer
	Miss Angela N. Rogers	- Lecturer and Librarian, Samaru Public Library
**	Mr. Griffith R. Hughes	- Lecturer
**	Mr. Michael Wise	- Lecturer

Department of Library Studies, University of Ghana

	Mr. Andre Nitecki	- Professor and Head of Department
	Mr. S.I.A. Kotei	- Senior Lecturer
	Mrs. C. O. Kisiedu	- Lecturer
	Mr. Martin Galvin	- Lecturer and Librarian, Department of Library Studies

L'École de Bibliothécaires, Archivistes et Documentalistes, Université de Dakar

	Mm. Amadou Bousso	- Professor and Director
	Mm. Theodore N'Diaye	- Professor
	Mlle. Graux	- Professor (French Technical Assistance)
	Mm. B. Delmas	- Professor (Unesco)

* On Study leave

** On loan for 1 term only from School of Librarianship, Wales.

East African School of Librarianship, Makerere University, Kampala

Mr. H. M. Kibirige	- Acting Director
Mrs. P. K. Mturinjeu	- Lecturer
Mr. Mohamedali	- Lecturer
Mr. John Otim	- Lecturer

Addis Ababa

Ato Tesfaye Aldiga	- Head

Lusaka

Mr. G. Gomm	- Head (Unesco)
Dr. C. P. Shukla	- Senior Lecturer
Mr. Roger Spillers	- Senior Lecturer

Full-time staff strength for Ibadan and Zaria was 7 (6 full time plus 2 lecturers for 1 term each), Accra, Dakar and Makerere, 4, Lusaka 3 and Addis Ababa, 1.

Currently Ibadan, Zaria, Accra, Dakar and Addis Ababa utilize part-time lecturers to supplement their full-time staff. For a variety of reasons, financial and otherwise, all library schools in sub-Saharan Africa relied heavily in their early years on part-time staffing. The competing responsibilities borne by part-time staff rendered this method unsatisfactory and all schools sought as a major goal the increase in full-time staff strength, with part-time lecturers serving to enrich the basic curriculum.

In January 1974 the following schools had African Directors--Ibadan, Dakar, Addis Ababa, and Makerere; and the following schools had at least two African full-time academic staff--Ibadan, Zaria, Accra, Dakar and Makerere. In the case of Addis Ababa the single full time lecturer and Head was Ethiopian. Only in Zambia was the situation such that there was no African member of the library school staff. Indigenous staff have a very practical role to play in the creative adaptation of methods and content of library education to the local scene. Firstly, they are in general the catalysts and innovators who make the library schools more responsive to African needs. Secondly, their presence plays a very important role in creating an image of the profession attractive to new recruits who will be the leaders of the library profession in tomorrow's Africa.

The full time staff equivalency needed for an African library school should be gauged by: 1) the number of programmes taught; 2) the number of students in each year of each programme; 3) the variety of specializations or competencies required. The preferred ratio of staff to students was given as 1:10 to 1:13 in the EALS 1970/73 Development plan. This was promulgated on the projection of three programmes--2 year diploma, six month certificate

course and a single one term course in 'Introductory Library Studies' for B.Ed students.

The 1972/73 ratio of students to full-time staff equivalency of the Sub-Saharan African library schools is shown in Table II of the Appendixes. In evaluating this table it is necessary to bear in mind that fluctuations of staff which may have occurred within the academic year are not reflected. On the basis of Table II one must conclude that staff strength during 1972/73 was numerically adequate in Ibadan, Accra and Dakar only. In 1973/74 the staffing situation at Zaria had improved to the extent that staff strength in full-time equivalency had risen to 1:12.5. This brought all the West African library schools within the terms for minimum numerical adequacy. In terms of a balance of experience and variety of specialties represented, staffing was considered by all schools to be inadequate.

Students

Student enrollment in the Sub-Saharan African Library Schools for the 1973/74 session was as follows:

Post-Graduate

Ph.D/M.L.S.	Ibadan	- 7
M.L.S.	Zaria	- 8
M.A.	Accra	- 4
P.G.D.L.	Ibadan	- 34
P.G.D.L.	Accra	- 5

Undergraduate

B. L. S.	Zaria	year 1 - 40 year 2 - 23 year 3 - 16
	Addis Ababa	year 2 - 15 approx. year 3 - 15 approx. year 4 - 15 approx.
	Zambia	year 2 - 12 year 3 - 11 year 4 - 10

Non-Graduate Professional

("A" level entrance)

Dakar	year 1 - 40 year 2 - 28
Makerere	year 1 - 30* year 2 - 25

Non-Graduate Sub-Professional

("O" level entrance)

Ibadan	year 1 - 25 year 2 - 53**
Zaria	year 1 - 30 year 2 - 26
Accra	- 10

Addis Ababa		-	27
Lusaka Diploma:	year 1	-	-
	year 2	-	15
	Certificate	-	-

* Represents figure of those admitted.

** Includes graduates of former 1 year certificate programme who returned to complete the diploma.

The unstated goal of library education as it began in Africa was two pronged: 1) to train new staff and 2) to upgrade existing staff. In many cases the first serving staff lacked sufficient academic background to enable them to proceed for professional training. Therefore the standard of entrance qualifications was momentarily impeded by the educational level of those already employed. Particularly in the cases of the two regional schools, early intakes of students were required to undergo lengthening of programmes and remedial general academic studies. This period has now, it appears, passed. Admission to all programmes is consistent with the admission requirements of the Universities themselves. However, in the university based library schools the problem created by differences in admission requirements between the sub-professional programmes and the professional programmes will remain a perplexing one. Although it is in general agreed that requirements for the two levels are not the

same, harmonization appears necessary to provide a ladder of opportunity for exceptional recruits from one level to the other. Many leaders of the profession in whatever part of the world start their career as library assistants. Opportunity for advancement is both humanely and professionally desirable. This necessity has been most clearly verbalized in areas of Africa where educational development is retarded and immediate recruitment of sufficient library staff at a higher academic level impractical (i.e. Zaria, Northern Nigeria; Addis Ababa; Zambia.) The necessity of provision for the ladder within the African scheme of library education will undoubtedly remain a practical reality for the decade to come.

In evaluating present students one inescapably reaches the conclusion that students with prior library experience have an added edge in motivation. This makes the quality of students in sub-professional courses immediately noticeable. Such students are surer of themselves and therefore more articulate and more motivated initially than the students in the advanced courses.

It is to be observed that despite the noticeable lack of and need for valid statistics of professional manpower needs in the region the library schools at Ibadan, Zaria, Accra, Dakar and Kampala are doubling their student

admissions in the 70s. Increased admission seems to be a valid trend and points to the capacity of African nations to absorb spiraling numbers of librarians in the coming development decade.

Levels, Duration of Programs and Degrees Awarded

A three tier structure of program levels appears to be developing in the sub-Saharan African library schools. At the highest level is training for the specialist-professional (distinguished as an advanced research degree: MLS, MA and Ph.D); at the middle level is first-professional qualification (still in a state of flux and including non-graduate Dip. Lib., B.L.S. and P.G.D.L. holders); while at the base is library technician training (diploma or certificate after secondary school).

At the Unesco Conference on the Harmonization of Librarianship Training Programmes in Africa, held at École de Bibliothécaires, Archivistes et Documentalistes, Université de Dakar, 25-27 February 1974, participants (composed of Heads of African library schools) broke library professional structure in the region into four levels as follows:-

1. Non-professional staff (including para-professional staff) - holders of the certificate or diploma with a minimum education of G.C.E. 'O' level, i.e.: between 10-12 years of schooling.

2. First level of professional staff - holders of a diploma with a minimum school education of G.C.E. 'A' level, i.e. between 12-14 years of schooling.

3. Senior professional staff - holders at least of a post-graduate diploma in library science.

4. Specialist staff - holders of higher degrees in library science, such as M.A. or Ph.D.[5]

After having discussed the various levels of professional courses offered at the existing schools they concluded:

1. While recognising that for sometime various countries will continue to offer first professional courses at the under-graduate diploma level; the ultimate aim should be to offer first professional training at a post-graduate level.

2. The offering of degree courses (with minor in library science) should be discouraged except where such courses are designed for special groups such as teachers.[6]

The duration of existing programs is as follows:

Ph.D.	-	3 years minimum
M.A., M.L.S.	-	2 years minimum
P.G. Dip. Lib.	-	1 year
B.L.S.	-	3 years (covers both professional
B.A. or B.Sc.	-	4 years (and academic subjects)
Dip. Lib.	-	2 years
Certificate	-	1 year
	-	6 months

The qualifications which may be obtained in the sub-Saharan African region and the schools offering them are as follows:-

Ph.D	-	Ibadan
M.A., M.L.S.	-	Ibadan, Zaria, Accra
P.G. Dip. Lib.	-	Ibadan, Accra
B.L.S., B.A. or B.S.	-	Zaria (major), Addis (minor), Lusaka (minor)
2 year non-graduate professional Dip.Lib.	-	Dakar (DAFB; DAFA), Makerere
2 year non-graduate technician level Dip. Lib.	-	Ibadan, Zaria, Addis Ababa, Lusaka
1 year Certificate for Library Assistants	-	Accra, Lusaka (taught outside University but University Certificate awarded)
6 month Certificate for Library Assistants	-	Makerere (ending in the University based regional library school in 1973 and offered nationally in Kenya, Tanzania and Uganda subsequently)

Table I compares the entrance requirements, duration, and qualifications awarded by the sub-Saharan African library schools.

Methods

The methods commonly in use are lecture, lecture/discussion, laboratory work, practice work, demonstration, problems, papers and bibliographies and field trips.

Lecture and lecture/discussion are the most common in all schools with demonstrations, laboratory work and problems in reference and in cataloguing coming a close second. The seminar method is not adequately exploited.

Papers and bibliographies are generally identified with degree level programs. However both regional schools (Dakar and Makerere) require them for their non-degree professional programs.

Field trips are given by all schools but practical difficulties of time, staff and transportation limit their number. Practice work is a part of the formal curriculum only in Dakar. Limited field work is utilized in the other schools subject to necessary arrangements being made.

Audio-visual teaching methods and materials could be particularly valuable in African library education. They are not utilized to any noticeable extent at present largely because suitable teaching materials are unavailable.

Curriculum

An important objective of the library profession in the African region today is that of maintaining a single profession uniting the specialized services of librarians, archivists and documentalists. The corresponding aim of library educators is to enable the information

processing and servicing professions receive training conducive to furthering this objective by ensuring that each cadre of the profession (librarians, documentalists and archivists) understands the similarities which unite them as well as the differences which characterize their specialties.

This goal is on the verge of attainment in the Dakar School which now offers specialized training for librarians and archivists and will shortly initiate its specialty in documentation. The EBAD curriculum provides a common core for all students. This common core is topped by an additional core for each of the three specializations--library studies, archival studies and information studies (documentation). Students of each specialization undergo at least one course in each of the other two areas. Nowhere else in Africa have plans for a comprehensive professional school come as near to realization as at Dakar. But the goal is present. Prof. F. A. Ogunsheye, Head of the Department of Library Studies, University of Ibadan, foresees the future development as leading to a Department of Communications which would embrace library studies, archival studies, museum studies, information science, and mass communications media. Librarians of Eastern Africa expressed their support for such development when at the

International Conference on Development of Documentation and Information Network in East Africa, Nairobi, July 23 - August 1, 1973 they resolved,

> that a regional training institution for the training of documentalists, librarians and archivists be established, and
>
> that an inter-continental bi-lingual training institute at diploma/post graduate and at such other level or levels as may be deemed appropriate, catering for all branches of information services, should be given consideration by the countries of the region.[7]

The present position is one of very limited specialist training. Outside of Dakar archival studies are not offered in sub-Saharan Africa. The specialization in Archival Studies planned for the university of Ghana has yet to be implemented. A course in archival studies appears in the prospectus of Library Studies, University of Zambia, but it has never been possible to teach it.

Opportunities for documentation/information science training are equally limited. Dakar teaches a single course while its full specialization is being planned. Ghana and Zaria offer single courses.

It is to be recalled that D.J. Foskett taught a course in information retrieval at the Ibadan Institute during the spring 1967 term and that Ibadan held a two-week workshop for senior librarians who would be planning and executing

programs connected with computer applications in libraries from 13-24 April 1971. For this workshop, "Information in the Seventies" ASLIB of Great Britain supplied 4 specialist personnel as teachers.

No training for documentalists exists in Eastern Africa. At Makerere a highly successful three month training course in Documentation was held September-November 1969. The course was sponsored by Unesco with the financial and technical assistance of the Friedrick Naumann Stiftung. Six visiting lecturers came from Germany for periods of one to two weeks each to lecture on individual specialized subjects while a member of the school worked as part-time instructor and coordinator throughout the course.

The Unesco Expert Meeting on National Planning of Documentation and Library Services held in Kampala, 7-15th December 1970, made the point that librarians and documentalists should receive the same basic training in librarianship with specialized courses in documentation techniques and that Unesco should promote the introduction of specialist courses in documentation work at existing schools by helping to provide the necessary specialized teaching staff.

All sub-Saharan African library schools were founded with the stated objective of training librarians.

The Unesco Seminar on the Development of Public Libraries in Africa, held in Ibadan in 1953 proposed a basic or 'core' curriculum in librarianship for the leadership or professional level as follows:

> First Semester: Library Organization and Administration (including attention to the library in the social order), 3 hours per week; Cataloguing and Classification, 4; Selection and Acquisition of Books and other Materials (including reading needs and interests), 4; Bibliography and Reference Work (including Government Publications), 4.
>
> Second Semester: Either Group I (Public Libraries, with special attention to library Extension, 3 hours per week; Adult and Fundamental Education, 2); Or Group II (Work with Children and Young People, including Children's Literature, 3; Education and Child Psychology, 2); Or Group III (Scholarly and Special Libraries, e.g. university, government, etc., 3; Archives and Palcography, 2); And Cataloguing and Classification, 2; Selection and Acquisition of Books and other Materials, 2; Bibliography and Reference Work, 2; Field Work, 4.[8]

Tables III and IV attempt to compare the basic program for the training of professional librarians which was proposed at the Ibadan Seminar with the present syllabuses of the library schools in tropical Africa. In all cases existing curricula hews closely to the traditional core. This core--Library Organization and administration, Selection and acquisition, Cataloguing and classification, Reference and Bibliography and Special types of libraries--

public, school, university and special--is being taught in a comparative manner with the libraries of Great Britain and America forming the background and libraries and librarianship in Africa being used as examples.

The opportunity to tailor professional program to African needs was a major reason for the establishment of library schools in Africa. The report of the 1957 Ibadan seminar drew attention to this basic objective in these words, "Training in professional library schools outside Africa, in countries and institutions geographically and intellectually remote from the realities of African problems, does not and cannot provide a fully satisfactory alternative to properly organized professional library training on African ground."[9]

Thus far in the evolution of curriculum for the African library school the distinctive needs of the African situation appear to have greater coverage in courses in "Library and society" (Ghana), "Libraries in their social setting" (Makerere) or "Library and the community" (Zaria) and receive a general interpretation and emphasis in subjects such as 'selection and training of staff,' 'planning of buildings,' 'acquisition and organization of materials,' or 'bibliography' to name a few. Courses in types of libraries are also oriented particularly toward

the local situation. That the distinctive needs of Africa are borne in mind in all courses is revealed in the descriptive notes in the respective syllabuses which enumerate: "Principles of book selection for different groups and in different libraries with particular emphasis on the problems caused by multilingual societies," "Special adaptations for Africa of classification schemes," "Copyright law in Africa," "Special problems of care and maintenance in tropical conditions," "Development of national bibliographies in newly developing countries" (East African School of Librarianship, Makerere); "Emphasis will be placed in each section on the peculiar problems of administering and organising libraries in a developing West African environment," "Library Associations in West Africa," "The planning and siting [of library buildings] with special reference to the tropics," "African bibliography," "The indigenous alphabets and their potentials," "Publishing and bookselling with special reference to Ghana," "Problems of bibliography and documentation with special reference to Africa." (Department of Library Studies, University of Ghana); "Buildings and their care in tropical countries," "Collections, their treatment and protection," "The psychology of presenting and the technique of preparing the

public for reading," "African bibliography, general and by discipline, Research in Africa " (L'École de Bibliothécaires, Archivistes, et Documentalistes, Université de Dakar); "Library history with special reference to library development in Africa," "Organizational pattern of library systems with special reference to Europe, America and Africa," "Nigerian bibliography," "Sources for African studies," "Cataloguing schemes in West Africa," "Classification problems in West African libraries," "Development in Africa with special reference to Nigeria" (Department of Library Studies, University of Ibadan); "Cataloguing problems with particular reference to Nigeria," "Systems of national bibliographic control: Africa, Nigeria, Ghana," "Bibliographic control of area studies: African studies, Islamic studies," "Analyses methods of identifying and satisfying different community needs, and describes the present patterns of library development in West Africa," "Critical assessment of library development in West Africa, including an analysis of the role of international and foreign aid," "Problems of selection and acquisition of Africa material," "Emphasis given to library development in Ghana and Nigeria " (Department of Library Science, Ahmadu Bello University); "Literature of Ethiopia," "Literature on Ethiopia," "Bibliographies on

Ethiopia, Africa." (Department of Library Science, Haile Sellassie I University, Addis Ababa); "Development of Libraries in Africa," "History, development and characteristics of publicly supported libraries in Zambia," "Library law and other relevant legislation in Zambia," "History and functions of national, academic and legal deposit libraries, with special reference to those in Africa," "The history and functions of special libraries, information bureaux and those national libraries that have a specialized function, with emphasis on those in Central and East Africa " (Library Studies, School of Education, University of Zambia).

The development of a curriculum which covers the accepted core subjects and yet is specifically oriented toward library leadership needs within the African culture and conditions is a present priority of all schools.

As Prof. Adetowun Ogunsheye pointed out at the Dakar Conference, February 25, 1974:

> The courses in most library schools in Africa are based on framework of courses in Great Britain, Paris or U.S.A. This is because the personnel establishing the courses have to operate from the basis of what is known and accepted. The content of library history, printing and book production, literature sources and bibliography, organisation of books and materials and library administration, have been based on the European or American experience. Because African libraries obtain

> books from European and American sources, they have had to include studies of librarianship on both continents as well as to study what has accumulated as African librarianship or courses for African Studies. The content of courses in African library schools is essentially geared towards comparative librarianship, because they have no alternative. The courses are therefore crowded with experience of world librarianship and the African component is treated as special subject instead of being integrated into every course. It is therefore imperative after 14 years of library education to analyse the needs of African librarianship and work out a course that will meet the special needs of Africa and yet meet international standards for library education. There is need for a rethinking of the whole concept of librarianship in a society that is at the moment non-print orientated. It is important to redesign courses and syllabuses so that they are geared to the needs of developing countries. It is also imperative to note that in a world that is largely becoming integrated, we cannot afford to isolate African librarianship.[10]

Development of Additional Schools

Additional schools are in the process of planning in both Eastern and Western Africa.

In Nigeria which already has large Departments of Library Studies at Ibadan and at Zaria, a Department of Library Science has been approved by the Senate of the University of Nigeria, Nsukka. A proposal for training library technicians has been submitted to the Provost of the Institute of Management and Technology, Enugu.

Proposals for training media centre technicians are also being considered by the Faculty of Education, University of Benin, Benin City.

In Sierra Leone the Library of Forah Bay College in conjunction with the Department of Extra-Mural Studies, University of Sierra Leone has been running a course program preparing students for the City and Guilds library certificate. The need is felt for something higher than this certificate to take care of middle level training and it is therefore hoped to start such a course soon. [11]

In Eastern Africa there are signs of additional schools also. Already both Kenya and Tanzania are offering certificate level training courses although they have not yet established library schools. T. K. Lwanga, Chairman, Council on Library Training in East Africa, describing the situation with respect to higher education for librarianship in Eastern Africa at the Unesco Conference in Dakar, February 25, 1974, said,

> In the last two years there have been strong feelings that a graduate programme should be established, on a regional basis, as soon as possible. During the Standing Conference of African University Librarians, Eastern Area (SCAULEA), Addis Ababa 1971, the following resolution was passed:
> "SCAULEA recommends the establishment of graduate studies programmes in librarianship at a University in the Area to service the area's needs with due regard to long and short term manpower requirements."

> A recent development has been the appointment of an expert by the Ford Foundation to assess the viability and financial implications of the project if established somewhere in the Eastern Africa Area. We are therefore very likely to see a post-graduate course established at one of the Universities which have other going training programmes in librarianship.[12]

The expert referred to is John Dean, first full-time Director of the Institute of Librarianship, University of Ibadan and now Head of the Department of Library Studies, Western Australia Institute of Technology. While the Graduate Library School for Eastern Africa may develop at an existing school it may equally well form the basis for an entirely new school.

The next country in Eastern Africa in which a library school is likely to develop is Kenya. Up until the present senior Kenyan librarians have been trained abroad while supportive professionals and junior librarians have been trained at the East African School of Librarianship, Makerere University.

On 3rd September 1971 the East African Library Association, Kenya Branch submitted a memorandum on the Training of Librarians in Kenya to the Kenyan Government Training Review Committee. In this memorandum the Association stated:

> We would recommend that the University of Nairobi should be urged to include a library school in its next five year development plan. This seems to us the only way Kenya can start producing the sort of librarians who are prepared to grapple with Kenya's library problems while being fully sensitive to their environment.[13]

As a result of this memorandum which was published in the press the Norwegian government offered through Unesco's programme of bi-lateral aid to assist in the first six month training program for library assistants commenced in the Kenya Polytechnic, Nairobi in October 1973. The course is expected to train up to 30 library assistants and is taught by two teachers.

The Kenyan Government's response to the memorandum on Training of Librarians in Kenya was to make it known to the Association that Government would require a survey with projection of manpower needs to justify the establishment of a library school in Kenya in the light of existing facilities in East Africa.

The University Librarian, John Ndegwa, is a member of the SCAULEA Committee to prepare a proposal for regional post-graduate library training and the Vice-Chancellor, University of Nairobi, is known to be sympathetic to the proposal that a post-graduate library school be established in the University.

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CHAPTER XV

NEEDED CHANGES IN EDUCATION FOR LIBRARY ARCHIVE, AND INFORMATION SCIENCE IN AFRICA

That the profession in Africa has not yet realized to the fullest its potential as an instrument of national development is a truism. A glance at the map of "Libraries in Sub-Saharan Africa" shows that most African governments have yet to put library development on their priority list. What the map cannot show is that even in relatively library-rich countries, librarians battle continuously for the funds with which to do their job.

The importance of documentation and of information services and networks in the national development of the countries of sub-Saharan Africa is such that every Government should mount long term manpower surveys to identify the priority needs and to plan for the development of professional manpower. National planning should include a medium-term plan corresponding to the period of university training with plans for annual growth; the qualifications required of the personnel

(graduates, others); and a forecast of foreseeable demand for training both general and specialized personnel.

For the profession to realize its potential role in national development requires an army of highly skilled, motivated and articulate librarians, archivists and documentalists. As a first step the African Schools of Library, Archive and Information Studies must be regarded as fully as important as other professional schools. There should be a School of Library, Archive and Information Studies in the Development Plan of every African University.

Objectives

The public statements of objectives of the African library schools as they appear in catalogues or programs published by them and in statements made to the author by staff and students during her visits of May-July 1973 are too brief and too general to afford satisfactory guidelines for operational results. All schools need to draw up clearly defined goals to provide a frame of reference for continual evaluation of their programs.

It is recommended that the following guidelines from the ALA "Standards for Accreditation, 1972" are suitable for application in the African context:

Program goals should reflect:

1) Consistency with the general principles of librarianship and library education as these are identified by common agreement through the major documents and policy statements of relevant professional organizations.

2) Responsiveness to the needs of the constituency which the school seeks to serve.

3) Sensitivity to emerging concepts of the role of the librarian in the library and the library in a multicultural society.

4) Awareness of the contributions of other disciplines to librarianship.[1]

Suggested Program Goals for the Sub-Saharan African Library School are:

1) To train librarians, archivists and information scientists (documentalists) at the first professional and higher specialist levels.

2) To train a cadre of professional librarians, archivists, and documentalists who will demonstrate:

a) Ability to perform, and to supervise and train others in the performance of library, archival and documentation/information techniques; (the curriculum should provide the students with both mental and physical aptitudes to perform these tasks efficiently);

b) Ability to make decisions, based on analysis yielding conclusions and synthesis;

c) Ability to plan information services, systems and networks (human and material) effectively to carry out plans;

d) Ability to deal with people: specifically in terms of personnel relations, interpersonal relations and public relations;

e) Flexibility, initiative, perception and adaptability to changing circumstances;

f) Commitment to the professional code of ethics.

Status of School in Host Institution

There is a positive correlation between the independence of a library school within the university organization and its status and effectiveness. The organizational framework of an institute or a school is, for this reason, recommended as preferable to that of a department.

As a means of improving the status of existing library schools a rise in academic programs by introduction of post-graduate studies and the transfer of less than degree level programs to technical and/or advanced teacher-training colleges is recommended.

Concurrently it is highly desirable that library school staff be persons whose scholarly attainments are clearly equivalent to those possessed by university faculty members. They should not only have thorough professional training and practical experience but should also have the personality and interest necessary to make them effective teachers. Additionally they must be able to show tangible evidence through field studies and publication of their ability to do research.

Ultimately the status of the school will depend upon the quality of its graduates. Selection of students is therefore of the greatest importance to the future image of the schools.

Research and Publication

Research and publication should receive increased emphasis at all of the African library schools. The need for such research is increasingly stressed by the profession at large as well as by library educators themselves.

For the library schools to undertake research the first pre-requisite is an increased staff. The "famine" of library educators has already been mentioned. As an interim measure I suggest:

1) Links arrangements whereby visiting lecturers from overseas release local staff for study, experience or research be utilized to a greater extent;
2) Links arrangements be formalized whereby students of overseas library schools wishing to do research in comparative librarianship be based for their field work at an African library school; and
3) All sub-Saharan African library schools provide for a minimum of four research assistant positions on their establishments. These research assistants should also function as trainees, thereby providing

both assistance to experienced lecturers for their research and pipeline for future recruitment.

Some areas of priority for research are:

1) Cultural factors affecting the practice of the profession in Nigeria.
2) Information networks and links of information cooperation in Africa.
3) Factors governing effectiveness of selected teaching methodology in professional education.
4) Factors affecting growth in publishing, book production and distribution in Africa.
5) The role of the profession in fundamental education.
6) The role of the profession in the preservation and utilization of oral tradition.
7) Factors in Africa affecting the rate of growth and use of
   a) School libraries
   b) Public libraries
   c) National libraries
   d) Academic libraries
   e) Documentation centres
   f) Archives

Library schools should actively solicit both internationally and within the region research funds to enable them to mount a continuing succession of research projects. Library Schools should assist their staff to publish the results of their research locally through their university presses and professional organs and secondly aid distribution of such research internationally. Each library school should publish a Newsletter in which abstracts of its research appear.

Finance

Every school should have its own recurrent and capital budget.

On the basis of present programs senior staff establishment for a professional department or school in sub-Saharan Africa should consist of a minimum of eight full-time teaching staff. A recommended senior staff establishment is outlined under the heading, "Staff."

A recurrent budget should provide for the following:

1. Personal Emoluments:
   - i) Senior staff
   - ii) Intermediate and Junior staff
   - iii) Guest Lecturers/Instructors
2. Staff Travelling and Subsistence
3. Revolving loans scheme for students
4. Students field work and practical training
5. The Department/School's Documentation/ Media Resources Centre. (Books and Non-Book Materials)
6. Subsidy to Departmental Magazine
7. Teaching Materials and aids
8. Membership in Learned Societies
9. Current Subscriptions to Journals
10. Printing and Stationery
11. Maintenance and repair of equipment including Departmental Vehicle
12. Cleaning materials
13. Contingencies

A Capital Budget should provide for:

1. Building extensions and remodelling as necessary
2. Furniture and Fittings
3. Equipment
4. Departmental Vehicle

Physical Facilities

Every School should have its own building rather than share facilities. A building gives identity and pride to staff and students. It also increases the status of the school. Such a building should include the following:

1. Director's Office
2. Office of Director's Secretary
3. An office for each lecturer
4. General school office
5. Four lecture rooms (minimum)
6. Two workroom/laboratories (minimum)
7. An Auditorium for A-V presentations and Colloquia
8. An on-line computer access room
9. A documentation/media resources centre (i.e. Library)
10. Storeroom
11. Toilets

Each library school requires its own library (item 9). Reliance on the university library is unsatisfactory because the library school library serves as a laboratory in addition to serving as a resource center.

In addition to standard office and library equipment the school should have computer terminal equipment for the on-line computer access room, repography equipment, and A-V equipment.

Staff

Each School should have a full-time director, preferably African, at the Professorial level. For the library school to function efficiently, qualified African staff are essential. While not excluding the use of expatriate staff, especially as visiting lecturers, it must be realized that African staffing not only affords continuity and commitment to African goals but also provides creative development of the African image of librarianship. The training of African library educators should therefore have immediate priority in all technical assistance programmes which hope to improve African libraries and librarianship. When planning staffing a student/staff ratio of 1:10 is recommended as a guideline.

The following full-time staff are recommended if two programs (Library Studies and Information/Documentation Studies) are taught:

1. Head of Department/Director
2. Associate Head of Department/Specialist in Administration
3. Specialist in Bibliography/Reference
4. Specialist in Library Education/School Libraries
5. Specialist in Cataloguing and Classification
6. Specialist in A-V Media and Communications
7. Two Specialists in Information Science/ Documentation

If a third program (Archival Studies) is offered a minimum of two additional specialists in archival studies must be added to the establishment.

Visiting lecturers, both experienced expatriate library school lecturers and experienced practicing professionals from Africa should be utilized to enrich the curriculum.

Lecturers from other departments will be required to teach service courses in French language and in typing. In line with a needed interdisciplinary approach students in Library, Archive and Information Studies will enroll for courses in the Departments of Education, Management, Psychology, Sociology, Computer Science and History.

Students

To ensure that the utmost benefit is derived from the training offered, admission requirements for all courses should be uniform with university requirements for courses of that level.

A good university subject degree should be the pre-requisite for professional (post-graduate) programs.

In selecting students the following should be borne in mind:

1) Appropriate liberal education as a pre-requisite should reflect the subject competence appropriate to specialization selected.
2) Appropriate personal qualities (enjoys people, enjoys books, flexible, perceptive, has initiative, thinks logically).
3) Experience in library work reveals aptitudes. Students should be advised to obtain such experience before admission.

While manpower projections from government planners should not be discounted it should be borne in mind that they may reflect the thinking of persons not fully aware of the development potential of the profession. It is necessary at this stage to train those who will develop libraries and librarianship as well as those who will man existing ones. Subject to availability of suitably qualified staff and adequate facilities it is recommended that the existing library schools double their student admissions in the 70s.

In view of the desirability of increasing contact and harmonizing programmes in library, archival and information

sciences in Africa, scholarships should be made available through African regional organizations (OAU, Association of African Universities) to promote interchange of African students attending library schools in the African region.

Additionally there should be arrangement for exchange of advanced research students between African library schools and those overseas.

Levels, Duration of Programs and Degrees Awarded

It is generally recognized that an informed as well as a perceptive mind is a valid part of the image of the professional information scientist/librarian/archivist. The librarian must therefore be a broadly educated person. For this reason the international trend today is increasingly toward professional library education at the post-graduate level, combining a liberal education with the techniques of scholarship and of librarianship. That this is also the opinion of African library educators can be seen in the recommendations of the participants at the Unesco Conference on the Harmonization of Librarianship Training Programmes in Africa, Dakar, 25-27 February 1974. This Group of library school directors and educators recommended that

> While recognizing that for sometime various countries will continue to offer first professional courses at the undergraduate diploma level, the ultimate aim should be to offer first professional training at a post-graduate level.[2]

The participants at the Colloquium on Library Education in Nigeria, Ibadan, March 15-19, 1974, recommended

> That librarianship in Nigeria must move toward a post-graduate profession.[3]

Tied closely to the problem of developing a suitable curriculum is the time allotted to the program. It has been generally accepted that at the post-graduate diploma level one year is the most practical length for the course, but at present Ibadan, Zaria and Accra which offer the P.G.D.L. regard a two year professional program (preferably a masters) with its additional time for fieldwork and research programme as preferable. John Dean, then director of the Institute of Librarianship, University of Ibadan said in 1966, "One of our greatest problems in the Institute of Librarianship in Ibadan is to shape our course in such a way that the very limited teaching time at our disposal is most usefully utilized. In one session's course we have only enough time to cover the core subjects adequately and the newer specialities which are proliferating at such an alarming rate are only briefly touched upon."[4]

In 1974 the present Head of the Department of Library Studies, University of Ibadan, Prof. F. A. Ogunsheye stated, "Ibadan finds that the content of library education has expanded so much in the last five years that even one year is found to be too short to impart adequately what is considered the required minimum qualification for library education. Ibadan is proposing to replace the one year postgraduate diploma course with a two year Masters degree course for graduate librarians.[5]

Non-degree Diploma programs with a two year period are generally much more satisfactory structurally than the one year post-graduate programs. With the international trend toward a post-graduate profession, with British and Canadian schools favouring a two year Masters and American library educators responding with more than polite interest to such an extension, curriculum planners for African librarianship are also looking toward a two year framework. Accordingly, it is advisable that the first professional qualification awarded by the sub-Saharan African library schools be a two-year masters degree.

For many library "house-keeping" tasks library technicians are required whose academic background need not be so high, but who, having appropriate personality traits and aptitude, should be given advanced technical training.

All African library schools offer such middle level training. African library educators at Dakar recommended that admission requirement for this course should be the secondary school certificate and duration should be two years.

The teacher-librarian is a specialist educator and the preferred professional training is instruction in librarianship given through or in close cooperation with a Faculty of Education in a university and leading to a post-graduate qualification either in library, archive and information studies with an option in Education, or in Education with an option in librarianship.

In countries where the bulk of teachers are produced in intermediate level teacher training colleges a course in use of the library in teaching and another course in organization of the school media centre should be offered to all students in such Colleges.

It is possible, for reasons of economy of limited resources to combine the various levels of training in a university-based school. The attachment of a non-degree diploma level course (whether ostentiously for intermediate or for professional librarians) to a university department not only drains the time of the lecturers and downgrades the status of the school, but also it leaves something to be desired in professional training. Yet it will clearly

be a very important part of the programs of African library schools for the coming decade. It is necessary therefore for library educators to reach a consensus on the aims of the undergraduate diploma course with its high percentage of fully professional content and to view with open eyes its impact on professional development, unity and leadership.

In the interest of harmonization and standardization it is advisable to draw the bar between professional and non-professional at the level of a graduate profession clearly demarcating all programs of less than an academic first degree as technician training. If it is then felt desirable to keep middle-level training at two years, there should be considerable general studies content rather than two years of purely professional studies.

The ambiguity of levels of training would be clarified if technician training were done in colleges of technology rather than university based library schools. The Nigerian profession at the Colloquium on Library Education in Nigeria, Ibadan, 15-19 March 1974, recommended:

> that the facilities for training library technicians might be better provided in a technical college situation than in a university situation as at present.[6]

However economy of resources and teaching staff may

predictably keep technician level training in Africa within the Universities for the coming decade.

Methods

It is recommended that, in view of the increased competence of students who have worked in libraries and the lack of experience on the part of the majority of students entering the library schools today that practice work should become a required teaching method. Additionally, internship should be investigated as a means of integrating theory with practice.

As Mrs. Adetowun Ogunsheye, Professor and Head of the Department of Library Studies, University of Ibadan, pointed out in Dakar,

> Although the emphasis [at Ibadan] is on library education for the postgraduate course, it is imperative that graduands for a professional award must have competence in library skills and operations. The absence of an organisational structure, whereby a full scale library can be part of a library school's teaching apparatus is a handicap to the teaching of professional skills. The literature of library education is replete with controversy over the issue of whether librarians should be trained by libraries or by library schools which are a part of higher educational institutions. Ibadan has been fortunate in obtaining the cooperation of two large libraries - the University of Ibadan Library and the National Library - to accept its students for short periods of full time practical work. This experience has been found essential, and Ibadan

> would like to see a system whereby the type of relationship which exists between medical schools and hospitals is transposed to library education. Library educators will then be also part time practising librarians giving service, demonstrating and teaching in libraries. The proportion of theory to practise will become more realistic and effective education programmes will evolve. In the two year programme envisaged it should be possible to integrate longer periods of practice with theory.7

Prof. Ronald Benge, Head, Department of Library Science, Ahmadu Bello University, also supports the importance of practicals in library education with the inevitable consequence of a lengthened period of first professional education. In a position paper entitled, "Some principals of Library Education: a Discussion," Prof. Benge wrote:

> The importance of practical applications is a problem no less important than the pursuit of theory. It is a truism that if theory is separate and disconnected from practise then something is wrong. If we are teaching Principles of Library Science how can we ensure that they will be applied? If they are meant to be guides to action how can we guarantee that right action will follow? ...
>
> The importance of practical work seems to me much greater in developing countries because in many cases there will be little or no guidance (training) in the libraries where students take up appointments. Many of our students take up Special Library posts where they are in charge of the library, and nobody else in the organisation will even understand what the problems are. For this reason practical training becomes a responsibility of the teaching agency - and we cannot evade it by preaching the importance of theory. This is why a one year course is wholly inadequate.8

In view particularly of the lack of teaching models, the use of audio-visual teaching aids for simulated experience should become widespread in African library education. Creation of relevant audio-visual aids is an area of research in which the African library schools could cooperate with international professional organizations.

In the post-graduate programs all students should have at least one Seminar.

Teaching of African librarianship is generally hampered by lack of textbooks adapted to African needs although creative work is being attempted within the schools in the library school syllabii. It is recommended that international professional associations give close study to the findings of the Unesco Conference on the Harmonization of Librarianship Training Programmes in Africa, Dakar, 25-27 February 1974, wherein participants moved

> That Unesco should assist in the compilation of a book on the History and development of libraries in Africa based in part on information already existing in unpublished form at library schools in Africa.

They additionally recommended that Unesco's assistance be sought

a) in the compilation of text books adapted to African schools' needs;
b) to undertake the financing of publications of text books.

Curriculum

Increasing the relevance of the curriculum is a major concern of all the African library schools. The need for curriculum revision was noted by The Inter-University Council for Higher Education Overseas' Working Party on the Training of Library Staff of Overseas Universities which stated in its report (April 1970) that:

> Inspection of the syllabuses of library schools for English-speaking African countries reveals the strong influence of British professional education. This is understandable, but it is important that African professional education should take fuller account than at present of the distinctive needs of African librarianship.
>
> Revision of many of the syllabuses of library schools to reflect these needs is urgently required. This is well appreciated by many practitioners and teachers in Africa, and their joint action toward the revision of syllabuses is worthy of high priority.9

Library educators in Nigeria as elsewhere are watching with keen interest Unesco's attempts to bring about a world-wide harmonization of curricula for the training of documentalists, librarians and archivists. A Group of Experts on the Harmonization of Methodology and Curricula in the Training of Documentalists, Librarians and Archivists which met in consultation with Unesco in Paris, 28 January - 1 February 1974 outlined a curriculum for the three branches of information professionals--librarians,

archivists and information scientists—which grouped the common core under five major headings:- Foundations, Materials, Methods, Management, and Technology. Under each heading examples of "core content" were suggested for each of the three major areas of preparation--of librarians, of archivists, and of information scientists--as follows:-

1. FOUNDATIONS (Basic Aspects) History, development and changing concepts.

Librarians	Archivists	Information Scientists
History Librarians and library education The library in society Library legislation User research Research	History (legal, social, economic etc.) Ancillary science (genealogy heraldry, etc)	Sociology of information (including history, users) Theory of communication

2. MATERIALS Objects with which the profession deals

Librarians	Archivists	Information Scientists
Various formats History of book arts Reference sources Bibliographical tools	Various formats (MSS, maps, letters, etc.) Bibliographical tools Registers, inventories Finding aids, etc.	Data, Documents (ideas) Information services

3. METHODS Interpretation, organization, evaluation and use of materials

Librarians	Archivists	Information Scientists
Bibliographical methods	Registry system	Content analysis
Reader services	Records management	Indexing
Reference processes	Library techniques	Document languages
Reprography	Museum techniques	Retrieval
Technical processes	Preservation and restoration	Storage and retrieval systems
Selection		Data organization
Preservation and restoration		Information dissemination
		Systems analysis

4. MANAGEMENT The setting of objectives and organization of the methods to meet them

Librarians	Archivists	Information Scientists
Administration	Archives administration	Administration
Management	Management	Management
Personnel	Types of archives operation	Personnel
System organization		Systems planning
Type of library operation		Legal aspects

5. TECHNOLOGY

Librarians	Archivists	Information Scientists
Computer technology and reprographic techniques	Computer technology and reprographic techniques	Computer technology and reprographic techniques [10]

This proposed core curriculum was in turn studied at the Unesco Conference on Harmonization of Librarianship Training Programmes in Africa which was held at the

University of Dakar, February 25-27, 1974. In Dakar the heads of African library schools noted the curricula of the various programs at the existing schools in the region, considered the program prepared by the Unesco Working Group in Paris in January, and recommended:

1. That the programme of the Unesco working group should be used as a framework for revision of existing programmes at existing library schools, and
2. That the UNESCO working group programme should also include the teaching of Oral Tradition under Library and Society, in the Foundations Section; and Audio Visual materials and technology in the Materials and Technology sections of the programme.[11]

In a background document which will be submitted to the Intergovernmental Conference on the Planning of National Overall Documentation, Library, and Archives Infra-structures Paris, 23-27 September 1974, IFLA outlined the following subjects to be included in the education of the professional librarian:

Required courses:

1. Organisation of knowledge and of the educational system
2. General information science
3. Library theory (including library ecology, sociology, and psychology)
4. Domestic and foreign librarianship
5. Study of the book
6. New media

7. Library administration
   a. library management
   b. function and method of library administration
8. Cataloguing
9. Bibliography
10. Documentation
11. Informatics
12. Library building and technology
13. Library legislation
14. Administration
15. Comparative library science

Specializations

A. According to type of library

1. Public libraries with further specialization possibilities: metropolitan libraries, school libraries, music libraries, company libraries, hospital libraries, county libraries, etc.

2. General research libraries with further specialization possibilities: national libraries, colleges and university libraries, trade union libraries, etc.

3. Special libraries and documentation centres.

B. Special fields

For example: planning and organization, computer science, early printed books, public relations, cataloguing, information science.[12]

Comparing these two curricula proposals with the syllabuses presently used in the Nigerian library schools, Prof. F.A. Ogunsheye commented:

> Nigerian Library schools are not giving courses in the following areas for the full professional course:

The new media
General information science
Informatics
Comparative library science
Library technology
Library sociology and psychology
African culture and oral traditions

Although it may not be essential now to include all these courses, the omission of the new media and library sociology and psychology as it relates to the local environment makes our courses inadequate for the local situation. A special course on African culture and oral traditions, sources for African studies and audio-visual materials and technology should also be included in the education of full professionals in Nigeria.[13]

Chapter XVI which follows offers curriculum proposals for immediate future programmes in the sub-Saharan African library schools.

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13 Ogunsheye, "New Proposals for Structure of Library Personnel and Curricula for the Various Levels or Categories," p.32.

CHAPTER XVI

CURRICULUM PROPOSALS FOR THE SUB-SAHARAN AFRICAN LIBRARY SCHOOLS OF THE '70's

These Curriculum proposals have been drawn up to reflect the goal of unified training for Library, Archive and Information (Documentation) Studies in the sub-Saharan African region.

Proposals are outlined for three programs of professional education--that leading to the masters degree, that leading to the post-graduate diploma, and that leading to the technician diploma. A specialized post-graduate diploma for teacher/librarians (Post-graduate Diploma in Education (Librarianship) is also described in detail.

I. Post-Graduate Diploma in Library, Archive and Information Studies

Aims and Objectives

This program is planned to produce professionally qualified librarians, archivists and documentalists to

organize and administer library and information services in government libraries, archives, public libraries and libraries in universities and institutions of higher learning.

Basic Admission Requirement

B.A. or B.Sc. of a recognized university. Students with second class honours or above have the opportunity of being considered for admission to a second research year leading to the M.Sc. (see Programme II: Masters in Library, Archives and Information Studies).

Duration

12 months.

Core Courses

Foundations of Library and Information Science. Introduction to the importance of communications (recorded and oral) in contemporary African society; functions of media centres in the communication process and in development in Africa in general; access to media, including identification, evaluation, selection, acquisition, organization, conservation and use of media; comparative study of the status and problems of the profession of librarianship

internationally and with special reference to Africa.

Foundations of Subject Bibliography. Definition of bibliography; universal, national, subject, special bibliography; analytical or critical bibliography; descriptive bibliography; development of critical judgement in evaluation of bibliographical sources; bibliographical control at the national and international levels; major bibliographic tools; how to compile a bibliography; reference sources and strategy.

Library, Archive and Information Systems Planning (Administration). Library, archive and information systems and national planning in Africa; concept of systems; library, archive and information centre as a part of an organization (budget, building and equipment, personnel management, library statistics, systems analysis); type of library operation; readers services; inter-library cooperation; information networks (international, national and regional).

Information Media Resources: Acquisition and Organization (Technical Services) - I. History of book arts; writing and publishing in Africa; oral tradition; copyright law with special reference to African nations; selection of materials and media; special problems of acquiring African

Government publications, serials, microforms, publications privately printed, audio-visual, book and non-book materials; techniques of cataloging, classification, indexing and abstracting library materials and media (automated and non-automated routines); repography; binding; preservation and restoration.

Information Media Resources: Acquisition and Organization (Technical Services) - II. Practical problems in selection, acquisition, cataloguing and classification, repography and preservation of media.

Documentation and Information Storage and Retrieval Systems - I. System organization; study of the environment, purpose, structure and operations of information retrieval systems; document organization and data organization (subject analysis, abstracting and indexing, structure of index languages, file organization, question analysis, search strategy, dissemination, translation, testing and evaluation, information transfer); relevance and potential of computers taught with a view to creating informed judgements concerning the application of computers in a variety of situations.

Records Management. Concept of records management; registries of current records in the colonial and post colonial periods; comparative filing; records retirement; surveying and scheduling of existing accumulations; appraisal of the value of records for administrative and research purposes; intermediate records centres; comparative studies; internal administration: theory and use; research in archives and manuscripts; techniques for use of original source materials; preservation and restoration.

The Library and Audio-Visual Materials and Media. Types, cost, utility, and characteristics of modern sensory aids employed in communicating ideas; organization for handling films, film-strips, recordings and transcriptions, slides, pictures, exhibits, and similar materials in the library; experience in operating various types of equipment; practical experience in building and using instructional aids and audio-visual apparatus in Africa; techniques in extending the use of audio-visual materials by community groups; sources of materials and equipment.

Library and Society. Communications in pre-literate societies; oral tradition; publishing in Africa; organisation of knowledge and of the educational system;

history of libraries, archives and documentation centres in Africa; sociology of information (cultural factors influencing library use and library consciousness, user research); role of libraries, archives and documentation centres in national economic, political, social and cultural development.

Practice Librarianship. Supervised practicals in an approved teaching library/media centre; a written report submitted by the student and the appraisal of the supervisor are used to determine the course grade.

Choice of two Electives. Electives to be selected in consultation with and approval of student's advisor.

Post-Graduate Diploma in Education (Library and Information Science)

Aims and Objectives

This program is planned to produce specialist teachers who are highly skilled both in teaching a subject (the foundation degree) in the classroom and in teaching the use of and organization of the school library. In addition these specialist teachers will be capable of organizing and directing the school libraries in their institutions of posting.

Basic Admission Requirement

B.A. or B.Sc. of a recognized university.

Duration

12 months.

Core Courses: Education Component

School and Society. Analysis of the social context and purpose of education as they relate to the individual, the school and the society; the nature of the contemporary African society and its challenge to educational theory and practice. (Course description: University of Nigeria Nsukka, Department of Education, Regulations for Post-graduate Studies.)

Psychological Foundations of Education. Human growth and development; determinants of human behaviour; principles of growth and development (physical, mental, emotional and social); learning and learning theories; personality adjustment; measurement and evaluation; guidance and counselling; mental hygiene in school. (Course description: University of Nigeria Nsukka, Department of Education, Regulations for Post-graduate Studies.)

Principles of Education. The study of educational processes and procedures with emphasis upon psychological principles, the organization of instructional materials, and teaching methods. (Course description: University of Nigeria Nsukka, Department of Education, Regulations for Post-graduate Studies.)

Teaching Practice. In assessing the student's teaching ability the reports of tutors and of the heads of schools will be considered; some students may be visited by external examiners appointed by Senate. (Course description: University of Nigeria Nsukka, Department of Education, Regulations for Post-graduate Studies.)

Instructional Materials.* A course dealing with the location, construction and use of audio-visual materials and instructional materials of all kinds; practical experience in building and using instructional aids and audio-visual apparatus. This is a one-term course repeated each term. (Course description: University of Nigeria Nsukka, Department of Education, 1973/74 Curriculum.)

* Optional for students taking the Library and audio-visual materials and media.

Core Courses: Library and Information Sciences Component

Foundations of Library and Information Science. Introduction to the importance of communications (recorded and oral) in contemporary African society; functions of media centres in the communication process and in development in Africa in general; access to media, including identification, evaluation, selection, acquisition, organization, conservation and use of media; comparative study of the status and problems of the profession of librarianship internationally and with special reference to Africa.

Foundations of Subject Bibliography. Definition of bibliography; African bibliography; universal, national, subject, special bibliography; analytical or critical bibliography; descriptive bibliography; development of critical judgement in evaluation of bibliographical sources; bibliographical control at the national and international levels; major bibliographic tools; how to compile a bibliography; reference sources and strategy.

Library, Archive and Information Systems Planning (Administration). Library archive and information systems and national planning in Africa; concept of systems;

library archive and information centre as a part of an organization (the budget, building and equipment, personnel management, library statistics, systems analysis); type of library operation; readers services; inter-library cooperation; information networks (international, national and regional).

Information Media Resources: Acquisition and Organization (Technical Services) - I. History of book arts; writing and publishing in Africa; oral tradition, copyright law with special reference to African nations; selection of materials and media; special problems of acquiring African Government publications, serials, microforms, publications privately printed, audio-visual, book and non-book materials; techniques of cataloging, classification, indexing and abstracting library materials and media (automated and non-automated routines); repography; binding; preservation and restoration.

Information Media Resources: Acquisition and Organization (Technical Services) - II. Practical problems in selection, acquisition, cataloguing and classification, repography and preservation of media.

Children's Literature. Psychology of children (the emotions, needs, abilities and interests of African children); developing criteria and standards for the selection of relevant and interesting material to be used in building a children's collection in school or public libraries; a study of selected African authors and titles and ways in which they can be used with children; reading guidance and working with reluctant and with gifted readers; the development of a materials selection policy statement; writing of annotations and preparation of book talks; films and recordings adapted from children's books; experience with tape recorder in promoting oral literature.

The Library and Audio-Visual Materials and Media. Types, cost, utility, and characteristics of modern sensory aids employed in communicating ideas; organization for handling films, film-strips, recordings and transcriptions, slides, pictures, exhibits, and similar materials in the library; experience in operating various types of equipment; practical experience in building and using instructional aids and audio-visual apparatus in Africa; techniques in extending the use of audio-visual materials by community groups; sources of materials and equipment.

II. Masters in Library, Archive and Information Studies

Aims and Objectives

The higher degree course is designed to produce professionally qualified, innovative leaders of the profession: 1) Educators in the field of the library and information sciences for university based professional schools, Advanced Teacher Training Colleges, Colleges of Education and Colleges of Technology; 2) Education Officers/School Library Inspectors for government (i.e., Ministries of Education); 3) High level administrators for university and public library systems; 4) Research scientists in the library, archive, and information sciences.

Basic Admission Requirement

B.A. or B.Sc. with at least Second Class Honours of a recognized university.

Duration of Programme

Full-time study for two academic years, one of which must be spent in residence.

Core Courses

Foundations of Library and Information Sciences. Introduction to the importance of communications (recorded and oral) in contemporary African society; functions of media centres in the communication process and in development in Africa in general; access to media, including identification, evaluation, selection, acquisition, organization, conservation and use of media; comparative study of the status and problems of the profession of librarianship internationally and with special reference to Africa.

Foundations of Subject Bibliography. Definition of bibliography; universal, national, subject, special bibliography; analytical or critical bibliography; descriptive bibliography; development of critical judgement in evaluation of bibliographical sources; bibliographical control at the national and international levels; major bibliographic tools; how to compile a bibliography; reference sources and strategy.

Library Archive and Information Systems Planning (Administration). Library archive and information systems and national planning in Africa; concept of systems;

library archive and information centre as a part of an organization (the budget, building and equipment, personnel management, library statistics, systems analysis); type of library operation; readers services; inter-library cooperation; information networks (international, national and regional).

Information Media Resources: Acquisition and Organization (Technical Services) - I. History of book arts; writing and publishing in Africa; oral tradition; copyright law with special reference to African nations; selection of materials and media; special problems of acquiring African Government publications, serials, microforms, publications privately printed, audio-visual, book and non-book materials; techniques of cataloging, classification, indexing and abstracting library materials and media (automated and non-automated routines); repography; binding; preservation and restoration.

Information Media Resources: Acquisition and Organization (Technical Services) - II. Practical problems in selection, acquisition, cataloguing and classification, repography and preservation of media.

Documentation and Information Storage and Retrieval Systems - I. System organization; study of the environment, purpose, structure and operations of information retrieval systems; document organization and data organization (subject analysis, abstracting and indexing, structure of index languages, file organization, question analysis, search strategy, dissemination, translation, testing and evaluation, information transfer); relevance and potential of computers taught with a view to creating informed judgements concerning the application of computers in a variety of situations.

Records Management. Concept of records management; registries of current records in the colonial and post colonial periods; comparative filing; records retirement; surveying and scheduling of existing accumulations; appraisal of the value of records for administrative and research purposes; intermediate records centres; comparative studies; internal administration: theory and use; research in archives and manuscripts; techniques for use of original source material; preservation and restoration.

Practice Librarianship. Supervised practicals in an approved teaching library/media centre; a written report

submitted by the student and the appraisal of the supervisor are used to determine the course grade.

Seminar in Research Methodology. Principles and application of appropriate research techniques including probability and statistics, sampling theory, operations research models, survey techniques, interviewing, observation and experimental design; problem selection, interpretation of data, design of a research study, orderly documentation and communication of findings. Orientation toward the librarian as a user of research literature.

Research Project: Thesis. The student must demonstrate 1) that he or she has collected from appropriate original or secondary sources data adequate to support his topic; 2) that he has logically and coherently organized the data; and 3) that he has presented his study in a clearly written exposition.

Some suggested areas for research are:

1) Cultural factors affecting the practice of the profession in Africa..
2) Information networks and areas of cooperation in Africa..
3) Factors governing effectiveness of selected teaching methodology in professional education.
4) Factors affecting growth in publishing, book production and distribution in Africa.

5) The role of the profession in fundamental education.

6) The role of the profession in the preservation and utilization of oral tradition.

7) Factors in Nigeria (or in Africa) affecting the rate of growth and use of the
   a) school library
   b) public library
   c) national library
   d) academic library
   e) documentation centre
   f) archives

Specializations

In addition to the common core each student would select a minimum of four courses from one of the following specializations:

A. Library, Archive and Information Studies Education
B. School and Children's Librarianship
C. Library, Archive and Information Studies: Public Libraries
D. Library, Archive and Information Studies: Academic Libraries and Documentation Centres
E. Information Science/Documentation
F. Archive Studies.

It is to be noted that not all schools need to offer the same specializations. If schools adopt and develop different specialities (especially as in Nigeria where more than one library school exists) the concentration of scarce resources may result in programmes of higher excellence. Specialities may also be distributed effectively on a regional basis.

Core courses for the above specializations are:

A. Library, Archive and Information Studies Education

Foundations of Education for Library, Archive and Information Studies. Definition of the library, archive, and information sciences profession; philosophy of education for the profession; comparative international survey of the development of education for the profession with emphasis on African continent; status and problems of education for the profession with special reference to Africa.

Comparative Librarianship. History of libraries, archives and documentation centres and patterns of service comparing developments in Eastern Europe, Western Europe, Great Britain, the United States and the Third World; international perspective on philosophy of the profession; professional code of ethics; objectives and functions of the profession; the role of professional associations; education for the profession; international activities of the profession.

Psychological Foundations of Education. Human growth and development; determinants of human behaviour; principles of growth and development (physical, mental, emotional and

social); learning and learning theories; personality adjustment; measurement and evaluation; guidance and counselling; mental hygiene in school. (Course description: University of Nigeria Nsukka, Department of Education, Regulations for Post-graduate Studies.)

Principles of Education. The study of educational processes and procedures with emphasis upon the psychological principles, the organization of instructional materials, and teaching methods. (Course description: University of Nigeria Nsukka, Department of Education, Regulations for Post-graduate Studies.)

The Library and Audio-Visual Materials and Media. Types, cost, utility, and characteristics of modern sensory aids employed in communicating ideas; organization for handling films, film-strips, recordings and transcriptions, slides, pictures, exhibits, and similar materials in the library; experience in operating various types of equipment; practical experience in building and using instructional aids and audio-visual apparatus in Africa; techniques in extending the use of audio-visual materials by community groups; sources of materials and equipment.

Teaching Practice. In assessing the student's teaching ability the reports of tutors and of the heads of schools

will be considered; some students may be visited by external examiners appointed by Senate. (Course description: University of Nigeria Nsukka, Department of Education, Regulations for Post-graduate Studies.)

B. School and Children's Librarianship.

School and Society. Analysis of the social context and purposes of education as they relate to the individual, the school and the society; the nature of the contemporary African society and its challenge to educational theory and practice. (Course description: University of Nigeria Nsukka, Department of Education, Regulations for Post-graduate Studies.)

Psychological Foundations of Education. Human growth and development; determinants of human behaviour; principles of growth and development (physical, mental, emotional and social); learning and learning theories; personality adjustment; measurement and evaluation; guidance and counselling; mental hygiene in school. (Course description: University of Nigeria Nsukka, Department of Education, Regulations for Post-graduate Studies.)

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The Library and Audio-Visual Materials and Media. Types, cost, utility, and characteristics of modern sensory aids employed in communicating ideas; organization for handling films, film-strips, recordings and transcriptions, slides, pictures, exhibits, and similar materials in the library; experience in operating various types of equipment; practical experience in building and using instructional aids and audio-visual apparatus in Africa; techniques in extending the use of audio-visual materials by community groups; sources of materials and equipment.

Children's Literature. Psychology of children (the emotions, needs, abilities and interests of African children); developing criteria and standards for the selection of relevant and interesting material to be used in building a children's collection in school or public libraries; a study of selected African authors and titles and ways in which they can be used with children; reading guidance

and working with reluctant and with gifted readers; the development of a materials selection policy statement; writing of annotations and preparation of book talks; films and recordings adapted from children's books; experience with tape recorder in promoting oral literature.

Teaching Practice. In assessing the student's teaching ability the reports of tutors and of the heads of schools will be considered; some students may be visited by external examiners appointed by Senate. (Course description: University of Nigeria Nsukka, Department of Education, Regulations for Post-graduate Studies.)

C. Library, Archive and Information Studies: Public Libraries

Library and Society. Communications in pre-literate societies; oral tradition; publishing in Africa; organisation of knowledge and of the educational system; history of libraries archives and documentation centres in Africa; sociology of information (cultural factors influencing library use and library consciousness, user research); role of libraries, archives and documentation centres in national economic, political, social and cultural development.

The Library and Audio-Visual Materials and Media. Types, cost, utility, and characteristics of modern sensory aids employed in communicating ideas; organization for handling films, film-strips, recordings and transcriptions, slides, pictures, exhibits, and similar materials in the library; experience in operating various types of equipment; practical experience in building and using instructional aids and audio-visual apparatus in Africa; techniques in extending the use of audio-visual materials by community groups; sources of materials and equipment.

Social Psychology. Psychology as a systematic interpretative account of human behaviour and the applications to social and cultural issues; role of perception to man's belief systems, attitudes, thinking and action; human conflict; social movements. (Course description: University of Nigeria, Nsukka, Department of Psychology.)

Bibliography of Africa. Major bibliographic sources; material by Africans and about Africa; out of print material; modern writing and publishing in Africa (the presses and publishing houses); ephemeral publications; oral tradition and literature; the role of the profession in stimulating and accelerating writing and publishing;

vernacular material (print and non print).

Children's Literature. Psychology of children (the emotions, needs, abilities and interests of African children); developing criteria and standards for the selection of relevant and interesting material to be used in building a children's collection in school or public libraries; a study of selected African authors and titles and ways in which they can be used with children; reading guidance and working with reluctant and with gifted readers; the development of a materials selection policy statement; writing of annotations and preparation of book talks; films and recordings adapted from children's books; experience with tape recorder in promoting oral literature.

D. Library, Archive and Information Studies: Academic Libraries and Documentation Centres

Bibliography of Africa. Major bibliographic sources; material by Africans and about Africa; out of print material; modern writing and publishing in Africa (the presses and publishing houses); ephemeral publications; oral tradition and literature; the role of the profession in stimulating and accelerating writing and publishing; vernacular material (print and non-print).

Automation in Library, Archive and Documentation Centres. Library technology; computer and other machine applications to library cataloging, acquisitions work, book selection, serials control, circulation routines, inventory control, reference work and administrative uses including personnel and budget work; reprographic technology; exposure to problems of automation and methods of solution.

Managerial Systems Analysis. Managerial systems analysis and design of organizational configurations which involve interrelations between line management and use of computers and mathematical models; representation and analysis of hierarchic and multistage structures; formulation of simulation models. The course will include a project on the identification of information flows and decision processes in the operation of libraries, archives and documentation centres.

Social Psychology. Psychology as a systematic interpretative account of human behaviour and the applications to social and cultural issues; role of perception to man's belief systems, attitudes, thinking and action; human conflict; social movements. (Course description: University of Nigeria Nsukka, Department of Psychology.)

The Library and Audio-Visual Materials and Media. Types, cost, utility, and characteristics of modern sensory aids employed in communicating ideas; organization for handling films, film-strips, recordings and transcriptions, slides, pictures, exhibits, and similar materials in the library; experience in operating various types of equipment; practical experience in building and using instructional aids and audio-visual apparatus in Africa; techniques in extending the use of audio-visual materials by community groups; sources of materials and equipment.

Documentation and Information Storage Retrieval Systems - II Laboratory/Seminar. Selected experimental and theoretical work in relation to environment and components of retrieval systems and libraries synthesized and critically examined; methodologies for experimentation; experiments designed and executed by students in a laboratory setting, utilizing previous experimental work in the field; generalizations to library, archive and documentation centres, library, archive and documentation centre practice and library archive and documentation centre processes.

E. Information Science

Theory of Information Science. Examination of the concepts of information and knowledge, the information transfer process, and the utilization of information; the theoretical aspects of information organization are discussed within the framework of a general model with particular emphasis on document organization.

Computer Based Information Systems. Critical discussion of the potential and limitations of computers in document retrieval, text processing, and education; examination of representative computer-based systems in these areas; introduction to the basic characteristics of computer hard-ware and software; the laboratory is intended to complement and enrich the classroom discussions by providing practical experience in the design, implementation, and querying of computer-based retrieval systems.

Programming Theory for Information Handling. Introduction to the basic fundamentals and techniques of [illegible] programming for library applications and information handling; facilities [illegible] for the manipulation and logical processing of data structures typically occurring in circulation control, serials control, acquisition and

cataloging procedures, document retrieval, and similar library and information management activities; basic concepts of Boolean algebra underlying document retrieval and similar computer-based information handling systems; laboratory sessions provide an opportunity to gain practical experience in programming.

Information Networks. Analysis and discussion of patterns and methods of information transfer, including organizational structures, cooperative arrangements, communication systems, computer systems, and literature networks; hardware and software components.

Documentation and Information Storage Retrieval Systems - II Laboratory/Seminar. Selected experimental and theoretical work in relation to environment and components of retrieval systems and libraries synthesized and critically examined; methodologies for experimentation; experiments designed and executed by students in a laboratory setting, utilizing previous experimental work in the field; generalizations to library archive and documentation centres, library archive and documentation centre practice and library, archive and documentation centre processes.

Automation in Library, Archive and Information Centres. Library technology; computer and other machine applications to library cataloging, acquisitions work, book selection, serials control, circulation routines, inventory control, reference work and administrative uses including personnel and budget work; reprographic technology; exposure to problems of automation and methods of solution.

F. Archive Studies

The specialization in Archival Studies requires a variation on the basic core through substitution of Archive Practice Work for Library Practice Work. Additionally, the specialized courses are:

Advanced Records Management. Concept of records management; registries of current records in the colonial and post colonial periods; comparative filing; records retirement; surveying and scheduling of existing accumulations; appraisal of the value of records for administrative and research purposes; intermediate records centres; comparative studies; internal administration: theory and use; preservation and restoration; Research paper.

Archives and Society. Nature of archives; objectives and philosophy of archival studies; collection of archival materials--print and non-print (oral tradition, manuscripts, official files, restricted and non-restricted documents, vernacular records); the role of the archives in preserving the national heritage and in education; records administration; field-trips and research report.

African History. Research problems and methodology in African history. History of Eastern, Southern and Western Africa. History of political thought (pre-colonial era, colonial era, nationalism, independence.)

African Political History. The traditional background of government in African States; the colonial background of government in Africa; nationalism and political independence; government in independent (and dependent) Africa; military government in Africa; politics of interest groups and problems of national integration; politics of economic poverty and under-development; politics of foreign affairs and international relations. (Course description: University of Nigeria, Nsukka, Department of Political Science.)

Managerial Systems Analysis. Managerial systems analysis and design of organizational configurations which involve interrelations between line management and use of computers and mathematical models; representation and analysis of hierarchic and multistage structures; formulation of simulation models. The course will include a project on the identification of information flows and decision processes in the operation of libraries, archives and documentation centres.

Documentation and Information Storage and Retrieval Systems - II Laboratory/Seminar. Selected experimental and theoretical work in relation to environment and components of retrieval systems and libraries synthesized and critically examined; methodologies for experimentation; experiments designed and executed by students in a laboratory setting, utilizing previous experimental work in the field; generalizations to library archive and documentation centres, library archive and documentation centre practice and library archive and documentation centre processes.

III. Technician Diploma in Library, Archive and Information (Documentation) Studies

Aims and Objectives

The diploma in library, archive and information studies is designed to train library technicians to perform the organizational and service tasks under professional supervision in school libraries, public libraries, university libraries and documentation centres. It is also designed to train teacher/librarians for primary schools.

Basic Admission Requirement

West African School Certificate with credit in English or GCE "O" level including English, Teachers Certificate Grade II with English or N.C.E.*

Duration of Programme

Holders of N.C.E. enter the programme in the second academic year. For holders of WASC, GCE, or Teachers Certificate Grade II including English the duration of the programme is two academic years.

* Nigerian Certificate of Education. Secondary education plus advanced teachers training.

General Academic Component: Year I

General Studies - Use of English. This course has as its aim the improvement of writing and concerns itself primarily with the development of the English language tools for the interchange of ideas. The student is taught the mechanics of language (acceptable grammatical usage) the techniques of communication (rhetoric) and the means of developing a better standard of judgement (critical analysis). Special emphasis is also placed on the improvement of reading speed and comprehension. (Course description: University of Nigeria, Nsukka, Division of General Studies.)

General Studies - Social Science. The course is designed to provide each student with an understanding of the scope and character of the disciplines of the social sciences and the relatedness of the knowledge represented by these disciplines. Emphasis will be placed on the practical relevance of this knowledge to problems and issues of contemporary man and his social order, in general, and to those of the Nigerian order, in particular. (Course description: University of Nigeria, Nsukka, Division of General Studies.)

General Studies - Natural Science. The course introduces students to the broad areas of the sciences and considers the more important principles and concepts of the sciences, and the methods of acquiring scientific information. The objective is to stimulate interest in science, establish the inter-relationship between scientific disciplines, and create an awareness of the services of science to man and the effect of science on human society. (Course description: University of Nigeria, Nsukka, Division of General Studies.)

General Studies - Humanities. The course includes analysis of the chief aspects of culture through exploring the creative action of man in the philosophy, religion, literature, arts and music of the three major cultural aggregates - African, Islamic and Western - in Nigeria and seeks to set the whole interrelatedly in historical context. (Course description: University of Nigeria, Nsukka, Division of General Studies.)

* History of Nigeria. Nigerian pre-history and archaeology. Nigeria as the country of the Niger basic. The states and peoples of Nigeria before 1800. The Kanuri and Hausa and the influence of Islam; the Jukun, Igala and Nupe; the

* Or other relevant African country.

Yoruba and Edo. The Itsekiri, Urhobo, Isoko and Edo-speaking chiefdoms; the Ijo principalities of the eastern Delta. The Igbo, Ibibio and Efik; the Fulani and Tiv; the hill-dwellers of Zaria and the Bauchi Plateau. Contact and communication before the 19th century. Internal trade and economic systems. The trans-Saharan and trans-Atlantic trades. Revolution in Hausaland. Yoruba wars. Suppression of the slave trade and rise of legitimate commerce. The Niger expeditions. Christian missionary activities. Constitutional developments from Beecroft and Consular rule to Lugard and the Amalgamation of 1914. Lugard and Indirect Rule. Cameron's reforms. Post-1939/45 period: Colonial Development and Welfare Plans, the Marketing Boards, the Regional Production Development Boards. The rise and growth of political parties. Conferences and Constitutions. Independence. Post-independence problems. (Course description: University of Nigeria, Nsukka, Department of History.)

Office Administration and Procedures. The place and function of the office in business; organisation and administration of office services, general principles underlying office procedures; mechanical aids to office

work; records organization and management; systems analysis and work measurement for cost control. (Course description: University of Nigeria, Nsukka, Faculty of Business Administration.)

Principles of Public Relations. Introduction to public relations principles, evolution of public relations, organising for public relations, public relations process: public opinion, research, planning, communication and evaluation. Media of public relations communication. The place of advertising, periodicals, films and special events in public relations. Study of various corporate publics. Corporate relations with employees, shareholders, community, press, educational institutions and government. (Course description: University of Nigeria, Nsukka, Department of Journalism.)

Voice, Diction and Interpretation. Use and control of the voice; standard articulation and pronounciation; effective speaking, with emphasis on group discussion and public address. (Course description: University of Nigeria, Nsukka, Department of English.)

* Introduction to Igbo Studies. The Igbo alphabet. The morphology of Igbo words. Classification of Igbo words.

The Igbo verb. Vowel harmony. Etymology and diction of adapted and adopted words. The structure of Igbo. The sentence. Igbo composition. Translation. (Course description: University of Nigeria, Nsukka, Department of Languages.)

*Stylistic Studies in Igbo. Translations. Literary attempts. The finished essay. Creative writing. School textbook preparation. Factual reporting. (Course description: University of Nigeria, Nsukka, Department of Languages.

Library, Archive and Information Studies Component: Year II

Introduction to Librarianship. Purpose and functions of libraries; types of library materials (description and purpose of each type); library organization and internal structure; library users and their needs; librarian's duties and responsibilities; diploma holders; other library workers: their duties and responsibilities. (Course description: University of Ghana, Department of Library Studies.)

* Or Yoruba, or Hausa, or relevant indigenous language.

Introduction to the organization of small libraries/media resource centres. General organization of small libraries: school, departmental, special and governmental libraries and reading rooms and branches of public libraries; library reports, manuals and statistics; special problems (indexing, translations, etc.) accuracy and precision of library work. (Course description: University of Ghana, Department of Library Studies.)

Mechanical preparation of library materials. Sources and methods of acquisition; identification; control and receiving of monographs; serials handling and records; acquisition by gift and exchange; accessioning, additions, order files; book preparation: inspection, property stamps, mounting; book preservation: conditioning for the tropics, binding, repairs, cleaning, good housekeeping; shelving; inventory; elements of circulation systems; description of selected systems; registration of users; reserve books; overdues and fines; charging and discharging procedures. (Course description: University of Ghana, Department of Library Studies.)

Readers Services. Reader-librarian relationship; major bibliographic tools and their use; directional type inquiry; informational type inquiry; interpretation of

catalogues, displays; special services in libraries; the library regulations and the reader; nuisance control: e.g. noise, misuse of materials (mutilation, theft), fire, etc., etc. (Course description: University of Ghana, Department of Library Studies.)

Use of Classification and Catalogues. Introduction to classification; introduction to cataloguing; bibliographic description of an entry; basic elements and layout of entry; simple cataloguing, alphabetizing, filing; filing rules; shelf listing; added entries. Authority files; withdrawals; preparation of cards; copying from printed catalogues; ordering of printed cards. (Course description: University of Ghana, Department of Library Studies.)

Practice Librarianship. Supervised practicals in an approved teaching library/media centre. A written report submitted by the student and the appraisal of the supervisor are used to determine course grade.

Languages and Literature of Africa. Indigenous alphabets and their potential; written and oral languages of Africa; form, content, technique and theory of oral tradition with special reference to African oral literature (stories,

poetry and drama); African authors in indigenous publishing and publishing in the international press; media presentation of Africa.

Use of Audio-Visual Materials and Media in Libraries. Types, cost, usefulness and characteristics of audio-visual media; experience in operating various types of equipment; techniques for effectively presenting audio-visual materials and media to an audience; sources of information about materials and equipment.

Children's Literature. Survey of international children's classics suitable for children's libraries in Africa; survey of modern international writing for children; detailed study of children's books by African authors with particular emphasis on those easily obtainable locally; films and recordings adapted from children's books; criteria for judging children's literature; reading guidance and working with reluctant and gifted readers.

CHAPTER XVII

SUMMARY AND CONCLUSIONS

1. The need for professional education in librarianship, archival studies and documentation/information science within the African Region has been stressed in a series of international conferences dealing with library development in Africa from 1953 to the present.

2. The African library schools have developed in response to demands for a greater number of librarians with training relevant to local needs and with vision to shape library development in Africa.

3. Historically there has been a cleavage of professional opinion as to whether the basic aim of library education in Africa should be to train leaders or workers. Within Sub-Saharan Africa it is only in Nigeria and Ghana that there is available at present professional training for top level leadership. Library schools in Francophone Africa and in Eastern Africa train intermediate level

"professionals." As a result training for the leadership level is limited to the few individuals who go overseas. Professional needs call for all of the African library schools not presently offering post-graduate professional training in librarianship, archival studies and documentation/information science to initiate it within the immediate future.

4. International technical assistance has played a vital role in the development of education for library, archive and information science on the African continent. By virtue of this assistance seven professional schools are now existing in the region and African librarians have largely taken over the day to day operation of Africa's libraries. International technical assistance is still appreciated and required for the introduction of specialist courses in the African library schools and for the training of African library educators and high level administrators.

5. International exchange of ideas through conferences and seminars is vitally important to the dynamic development of the library, archive and information profession in Africa. Such organizations as UNESCO, IFLA, FID, IASL and ICA provide the best channels for such exchange.

6. All existing schools have played an important role in development of a professional cadre of librarians in Africa. Numbers produced are however still not adequate to meet the needs and the general trend is toward increased enrollment.

7. It is advisable to establish additional post-graduate library schools to supplement existing ones in order to keep pace with manpower needs.

8. The African library schools require strengthening in terms of budgets, facilities and--most particularly--staff in order to maintain the confidence of the profession at large.

9. African universities should weigh the advantages of offering the professional education for librarians, archivists and documentalists in independent institutes or schools rather than Departments. (See pp. 540-541.)

10. African library schools form the natural centre for professional research and publication. They should actively solicit both internationally and within the region research funds to enable them to mount a continuing succession of research projects including projects for the production of textbooks and use of media in teaching.

11. Training of manpower for libraries, archives and information (documentation) centres should be at two levels--professional (post-graduate) and technician (non-graduate).

12. Professional training should be based in universities but technician level training could be better provided in the technical colleges than in the university based library schools.

13. Definition of the aims and objectives of the sub-Saharan African library schools in terms of educational objectives is necessary before effective curriculum revision can take place.

14. An association of African Library Schools with responsibility for forging communication links between the schools in the form of a newsletter, conferences and staff exchange was formed at Dakar in February 1974 under the name of Standing Conference of African Library Schools (SCALS). This body should continue the work of formulating standards for library education in the region which began at the Dakar Conference.

15. There is a need for harmonization of programs and qualifications awarded by library schools in the African

Region. This need was formally recognized at the conference convened with the aid of Unesco at l'École de Bibliothécaires, Archivistes et Documentalistes, Université de Dakar in February 1974. The recommendations of this conference form the basis for a standardization of professional education in the region and should be closely studied by the concerned authorities.

16. Realizing the inadequacy of a single year for basic professional education in the expanding field of library, archive and information studies and particularly for an effective blend of theory with practice it is recommended that the first professional qualification be a two year masters degree.

17. The present curriculum of library education in Africa is derivative, out-of-date and narrow in scope. It requires modernization by the injection of an inter-disciplinary approach, innovation based upon African needs and the new technology.

18. African needs call unequivocably for maintaining the unity of a common profession. Fragmentation into separate professions of librarian, archivist and documentalist is uneconomical in Africa which must conserve her scarce human and material resources while facing the monumental

tasks of development. Implementation of plans for training archivists and documentalists in the region must be given priority. Librarians, Documentalists and Archivists should receive sufficient common basic training to make them aware that they have common tasks and that their specialized competencies supplement each other.

19. Practical work is an essential element of education for library archive and information science education at the first professional level.

20. The Core Courses for a post-graduate professional course should include 1) Foundations of Library and Information Science; 2) Foundations of Subject Bibliography; 3) Library, Archive, and Information Systems Planning; 4) Information Media Resources: Acquisition and Organization; 5) Documentation and Information Storage and Retrieval Systems; 6) Records Management; 7) Practice Librarianship.

21. The specializations which should be available in addition to the core courses are: 1) Library, Archive and Information Studies Education; 2) School and Children's Librarianship; 3) Library, Archive and Information Studies:

Public Libraries; 4) Library, Archive and Information Studies: Academic Libraries and Documentation Centres; 5) Information Science/Documentation; 6) Archive Studies. Not all schools in the region need to offer all specializations.

22. Curriculum revision is a pressing necessity for the African library schools.

APPENDIXES

APPENDIX A:

T A B L E S

TABLE I

THE PROGRAMS OF THE SUB-SAHARAN AFRICAN LIBRARY SCHOOLS

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
DEPARTMENT of Library Studies, Faculty of Education, University of Ibadan, 1969/70 - (Institute of Librarianship, University of Ibadan, 1960/61 - 1968/69)	1960	NIGERIA GHANA SIERRA-LEONE GAMBIA	Doctor of Philosophy in Library Studies (Ph.D.) 1969/70 -	Normal University of Ibadan requirement for admission to a Ph.D course plus the P.G.Dip. Lib. (Ibadan) or an equivalent professional qualification.	not less than 3 academic years (full-time) or minimum of 4 academic years (part-time)	9
			Master of Library Studies (M.L.S.) 1969/70 -	Normal University of Ibadan requirement for admission to a Master's Course plus the P.G.Dip. Lib. (Ibadan) or an equivalent professional qualification.	not less than 2 years (full-time) or 3 academic years (part-time)	-
			Post-graduate Diploma in Librarianship (P.G.Dip. Lib.) 1963/64 -	First degree of an approved university.	1 academic year	approx. 125
			Diploma in Library Studies (Dip. Lib.) 1972/73 -	WASC with five credits including English or GCE with five subjects including English or Grade II Teachers Certificate with merit in five subjects including English plus minimum of one year full-time library employment plus success in Entrance Examination.	2 academic years	-

Table I (Cont.)

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
DEPARTMENT of Library Studies, Faculty of Education, University of Ibadan, 1969/70 - (Institute of Librarianship, University of Ibadan, 1960/61 - 1968/69)	1960	NIGERIA GHANA SIERRA-LEONE GAMBIA	Diploma in Library Studies (Dip. Lib.) 1965 - 1966	At least two years full time experience in a recognised Library, plus partial completion of the Library Association (London) syllabus Examination.	1 academic year	25
			A. L. A. 1960 - 1965	At least two years full time experience in a recognised library together with the Registration Examination of the Library Association or The first degree of a university.	1 academic year	46
			Certificate in Library Studies 1970 - 1972	WASC with five credits including English or GCE with five subjects including English or Grade II Teachers Certificate with merit in five subjects including English plus minimum of one year full time library employment plus Success in Entrance Examination.	1 academic year	42

Table I (Cont.)

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
DEPARTMENT of Library Science, Faculty of Education, Ahmadu Bello University, Zaria, 1970 - (Department of Librarianship, Faculty of Education, Ahmadu Bello University, Zaria, 1968 - 1970)	1968	NIGERIA GHANA LIBERIA	M. L. S.	First degree from a recognised university (preferably first or second class honours)	not less than 2 academic years (full-time) or 3 academic years) part-time)	1
			B. L. S.	GCE with five passes of which two must be at "A" level plus Faculty or Department degree requirements plus University requirements in English.	3 academic years	24 (approx.)
			Diploma (Dip. L. S.)	WASC with not less than 5 credits or equivalent in GCE "O" level or Teachers' Certificate with not less than 5 merits plus University's requirements in English.	2 academic years	43

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
DEPARTMENT of Library Studies, Faculty of Social Studies, University of Ghana 1965 - (Ghana Library School, Ghana Library Board, 1961 - 1965)	1961	GHANA NIGERIA SIERRA-LEONE	M.A. in Library Studies	Post-Graduate diploma in Library Studies or its equivalent plus interview.	not less than 1 year	-
			Post-Graduate Diploma in Library Studies 1967 -	First degree (second class) from approved university.	1 year from 1969/70 - 2 years 1967/68 - 1968/69	13 approx. 4
			Certificate in Librarianship, 1970/71 -	Five GCE "O" level passes including English plus 2 years experience working in an approved library plus entrance examination.	1 year	41
			B.A. in Library Studies, 1965 - 1967	University of Ghana admission requirements: the Higher School Certificate or GCE with two advanced level papers.	3 years	10
			A. L. A. 1962 - 1965	WASC with five credits including English and another language or GCE with five passes including English and another language plus library experience plus membership in the Library Association (London) or Higher School Certificate or GCE with two Advanced level papers or first degree of a university.	3 years	46

Table I (Cont.)

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
ÉCOLE de Bibliothécaires, Archivistes et Documentalistes, Université de Dakar, Senegal, 1967 - (Centre Regional de Formation de Bibliothécaires des Pays d'Afrique d'Expression Française, Dakar, 1963 - 1967)	1963	SENEGAL BURUNDI CAMEROON CENTRAL AFRICAN REPUBLIC CHAD CONGO-REPUBLIC DAHOMEY GABON GUINEA IVORY COAST MADAGASCAR MALI MAURITANIA NIGER RWANDA TOGO UPPER VOLTA ZAIRE	Diplôme d'aptitude aux fonctions de bibliothécaire (DAFB) 1969 -	French Baccalaureat or its equivalent Or Brevet elementaire or brevet d'etudes du premier cycle plus four years in a public service of which three have been spent in a library plus entrance examination.	2 years	150 approx.
			Diplôme d'aptitude aux fonctions d'archivistes (DAFA) 1971 -	As above	2 years	7 or 8
			Certificat d'aptitude a la profession de bibliothécaire (CAPB) 1963 - 1967	As above	2 years	83

Table I (Cont.)

School	Year Founded	Countries Served	Degrees Awarded	Entrance qualifications	Duration	Graduates through 1972/73
EAST African School of Librarianship Makerere University, Kampala, 1963 -	1963 (classes began in 1964)	UGANDA TANZANIA KENYA ZAMBIA MALAWI MAURITIUS	Diploma in Librarianship	University Entry Requirements: East African Certificate of Education or Cambridge School Certificate or GCE with 5 passes at "O" level and 2 at "A" level Or a pass in a Mature-Age examination which includes written and oral tests awarded by Makerere or any other University in East Africa Or Library Assistants Certificate plus Certificate of Adult Studies from Makerere, University of Nairobi or Dar es Salaam.	2 years	55
			Library Assistant's Certificate 1971 -	East African Certificate of Education or Cambridge School Certificate or GCE with 5 passes at "O" level plus at least one year's experience in a library.	6 months	97
			Certificate in Library Studies, 1964 - 1970	East African Certificate of Education or Cambridge School Certificate or GCE with 5 passes at "O" level plus at least one years experience in a library.	6 months	112

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
DEPARTMENT of Library Science, Faculty of Education, Haile Sellassie I University, Addis Ababa, 1969/70 - (Programme in Library Science, Faculty of Education, Haile Sellassie I University, Addis Ababa, 1965/66 - 1968/69)	1965 (classes began Feb. 1966)	ETHIOPIA	B.A. or B.Sc (Ed.) degree course with Minor in Library Science	University admission requirements for Faculty of Education degree courses.	3 years	100 approx.
			Diploma in Library Science	University admission requirements.	1 year (full-time) or 2 years (part-time)	72

Table I (Cont.)

School	Year Founded	Countries Served	Degrees Awarded	Entrance Qualifications	Duration	Graduates through 1972/73
LIBRARY Studies, School of Education University of Zambia, Lusaka, 1967 -	1967 (classes began March 1968, suspended July 1968, resumed April 1969 with students previously enrolled. Full resumption April 1970)	ZAMBIA	B.A. or B.Sc. Degree course with library studies (equivalent of a minor)	University admission requirements: First class Cambridge Overseas School Certificate.	4 years	7
			Diploma in Library Studies	Cambridge Overseas School Certificate (3rd Division pass) or GCE with at least 3 "O" level passes including English plus merit in certificate course.	2 years	4
			Certificate in Library Studies	Cambridge Overseas School Certificate (3rd Division pass) or GCE with at least 3 "O" level passes including English plus employment in a professionally approved library.	1 year	95

TABLE II

ACADEMIC STAFFING OF THE SUB-SAHARAN AFRICAN LIBRARY SCHOOLS, JUNE, 1973

School	Students	Staff (Full-time Equivalency on Establishment)	Staff/Student Ratio (Reflected by Establishment)	Staff (Full-time Equivalency in Actual Staff Strength	Staff/Student Ratio (As Reflected by Actual Staff Strength
Department of Library Studies, University of Ibadan	60	8 *	1: 7.5	7 *	1: 8.6
Department of Library Science, Ahmadu Bello University, Zaria	100	7 *	1:14.3	6 *	1:17
Department of Library Studies, University of Ghana	15	5	1: 3	5	1: 3
Ecole de Bibliothecaires, Archivistes et Documentalistes, Universite de Dakar	65	8	1: 8.1	8	1: 8.1
East African School of Librarianship, Makerere University, Kampala	50	6	1: 8.3	3	1:17
Department of Library Science, Haile Sellassie I University, Addis Ababa	78	3 **	1:26	3 **	1:26
Library Studies, School of Education, University of Zambia, Lusaka	50	4	1:13	3	1:17

* Including a librarian/demonstrator who participates in laboratory and practical work but does not lecture formally.

** 1 full-time; 4 part-time lecturers.

TABLE III

CORE CURRICULA OF THE PROFESSIONAL PROGRAMS OF THE SUB-SAHARAN AFRICAN LIBRARY SCHOOLS

	Basic Program proposed at 1953 Seminar at Ibadan	Core Curricula for Professional Librarianship in Africa, June 1973						
		Dakar	Makerere	Ghana	Ibadan	Zaria	Addis Ababa	Lusaka
Core:	Library Organization and Administration	x	x	x	x	x	x	x
	Selection and Acquisition of Books	x[1]	x[6]	x[3]	x[3]	x[3]	x[1]	x
	Cataloguing and Classification	x	x	x[3]	x[3]	x	x	x
	Bibliography and Reference	x	x	x[4]	x	x	x	x
Types of Libraries:								
	Public Libraries; Adult and Fundamental Education	x	x[2]	x[5]	x	x[7]	-	x
	Work with children; children's literature; Education and child psychology	x	x[2]	x	x	x[7]	x	x
	Scholarly and Special Libraries (University, government, etc.)	x	-	x	x	-	-	x
	Archives and Paleography	x	-	*	-	-	-	x[8]
	Field Work	x	-	x[9]	x[9]	x	-	x
Additional Subjects:								
	Research project	x[1]	x	x	-	x	-	-
	Documentation/Information Science	x	-	x	-	-	-	-

x subject covered in syllabus

- subject not covered in syllabus

* to be offered from 1974

1 instruction given in courses on library organization and administration

2 material covered in "Libraries in their social setting"

3 included in "Technical services"

4 material covered in "Services to Readers"

5 material covered in "Library in Society"

6 material included in course on "Bibliography and Reference Materials"

7 material covered in "Library and the Community"

8 in syllabus but never implemented

9 limited field work expected of each student

TABLE IV

CORE CURRICULA OF THE SUB-PROFESSIONAL PROGRAMS OF THE SUB-SAHARAN AFRICAN LIBRARY SCHOOLS

	Basic Professional Program Adopted from 1953 Seminar at Ibadan	Core Curricula for Sub-Professional Programs in Africa, June 1973						
		Dakar	Makerere (6 months)	Ghana (1 year)	Ibadan (2 years)	Zaria (2 years)	Addis Ababa (1 year)	Lusaka (1 year)
Core:	Library Organization and Administration	-	-	x	x	x	x	-
	Selection and Acquisition of Books	-	-	x[2]	-	x	x[4]	x
	Cataloguing and Classification	-	x	x[1]	x	x	x	x
	Bibliography and Reference	-	x	-	x[3]	x	x	x[6]
	Field Work (Pre-requisite)	-	x	x	-	-	x	x
Others:								
	Introduction to Librarianship	-	x	x	-	-	-	-
	Librarianship: Purpose and Methods	-	-	-	-	-	-	x
	Library Stock: Description and Arrangement	-	-	-	-	-	-	x
	Preservation and Repair of Library Materials	-	-	-	-	-	-	x
	History of Libraries	-	-	-	-	x	-	-
	Children's Literature	-	-	-	-	x	-	-
	Literature of Africa	-	-	-	x	-	x[5]	x
	Public Relations	-	-	x	-	-	-	-
	General Office Administration	-	-	x	-	-	-	-
	Libraries and Society	-	-	-	x	x	-	-
	Library Routines	-	x	-	x	-	-	-
	Research Project	-	-	-	x	-	-	-
	Book Production and Repography	-	-	-	x	-	-	-

1 Called "Use of classification and catalogues"

2 Called "Mechanical preparation of library materials"

3 Called "Knowledge and use of library resources"

4 Included in "Bibliography and book selection"

5 Called "Literature of Ethiopia"

6 Two courses taught: 1) Bibliography and Use of Reference Books and 2) Introduction to Information and Reference Work and Services to Readers.

TABLE V

GREAT BRITAIN

LIBRARIANSHIP STUDIES (ENTRANCE REQUIREMENTS)*

(This information is taken from the prospectuses issued by the Colleges in Winter, 1970)

		Languages	Science	Mathematics	Previous experience
Aberystwyth	Post-grad. degree	Reading knowledge desirable			
	ALA	Reading knowledge desirable			
		Reading knowledge desirable			
Aberdeen	Post-grad.				
	ALA				
Belfast	MLS				One year must elapse after first degree
	Dip.Lib.				
Birmingham (four-year course)	Post-grad. BA (CNAA)	Required at "O" preferably "A"		Required for "Economics" option	Preference given
Brighton	ALA				Preference given
Ealing	Post-grad.				
	ALA				
Leeds	BA (CNAA)	Required at "O" preferably "A" required			
	BSc (CNAA)		Required	Required	
	ALA				
Liverpool	Post-grad.				Few places available for direct entrants
	ALA				Few places available for direct entrants

Table V (Cont.)

		Languages	Science	Mathematics	Previous experience
London (Polytechnic of N. London)	Post-grad.	Reading knowledge of two required. Latin at "A" level for Archives			One year normally but is a preliminary term arrangement for exceptions
(four-year course)	BA (Hons) (CNAA) ALA	Either language or a science required (preferably both)			
London (Univ.)		Reading knowledge of two required. Latin at "A" level for Archives			One year usually required
Loughborough	Post-grad. degree ALA	Required, preferably at "A" desirable		Required	One year required One year required One year required
Manchester	Post-grad. BA (CNAA) ALA	Required		Required	3/5 months One year would be advantage Up to one year required
Newcastle (three-or four-year course)	Post-grad. BA (CNAA) ALA	French ("O") if French forms part of course		Required ("O") for four-year course leading to teaching certificate plus degree	
Sheffield	MA and MSc	Working knowledge of two required			One year required for MSc, preference given for MA

* This table is reproduced through the kind permission of its author, Bernard I. Palmer, Education Officer, Library Association, from "Advising Intending Librarians, 1971," Library Association Record, LXXIII, no.8 (August 1971), p.154.

TABLE VI

GREAT BRITAIN: CURRICULUM OF POST-GRADUATE EDUCATION FOR LIBRARIANSHIP, JUNE 1975

School	Head	CORE CURRICULUM: Library in Society: Nature and Needs of Communities Served	Objectives and Services of Libraries	Cataloguing & Class.	Practical Cat. & Class.	Organisation and Retrieval of Knowledge	Bibliography & Reference	Dissemination of Inform.	Subject Bibliography	Bibliographic Organisation	Information Resources	Management/Administration	Scientific Inf. Systems	Content Analysis and Information Retrieval	Automated Data Processing	Bibliographical Statistics	User Studies	Study of Readers	Historical Bibliography/ History of Books and Libraries	Research Methodology	Thesis	Field work	Teaching Practice
School of Librarianship, Robert Gordon's Institute of Technology, Aberdeen	J.M. Orr, F.L.A., Head	X		X	X				X			X											
College of Librarianship Wales, Aberystwyth	Frank K. Hogg, D.P.A., F.L.A., Principal	X combined with management				X			X			X								Optional	X	X	
School of Library and Information Studies, Queen's Univ. of Belfast	S. Maltby, M.A., F.L.A., Head	X	X			X X	X X		X			X X								X X	X	X X	
School of Librarianship, City of Birmingham College of Commerce	E.A. Fox, M.Sc., F.L.A., Head	X		X	X				X			X											
School of Librarianship, Brighton Polytechnic	Colin Bradley, M.A., F.L.A., Tutor-in-charge																						
Department of Librarianship, University of Strathclyde, Glasgow	W. E. Tyler, M.A., F.L.A., Head			X	X				X			X							X		X		
School of Librarianship, Ealing Technical College, London	E. F. Browning, F.L.A., Dip.Soc.	X		X	X				X			X											
Department of Librarianship, Leeds Polytechnic	D.K. Davinson, B.Sc. (Econ.), DPA, FLA, Head	X		X	X				X			X										X	
Graduate School of Librarianship and Information Science, University of Sheffield	W. L. Saunders, M.A., F.L.A., Director	X X		X						X X		X		X							X X		
Department of Librarianship, Manchester Polytechnic	John L. Ingham	X		X	X				X			X										X	
Department of Librarianship, Newcastle Upon Tyne Polytechnic	W. Caldwell, F.L.A., Head	X		X	X				X			X										X	
Department of Library and Information Studies, Liverpool Polytechnic	W. H. Knapp, D.P.A., F.L.A., Head	X		X	X				X			X										X	

School of Librarianship, Brighton Polytechnic	Colin Bradley, M.A., F.L.A., Tutor-in-charge													
Department of Librarianship, University of Strathclyde, Glasgow	W. E. Tyler, M.A., F.L.A., Head		X X		X	X			X		X			
School of Librarianship, Ealing Technical College, London	E. F. Browning, F.L.A., Dip.Soc.	X	X X		X	X								
Department of Librarianship, Leeds Polytechnic	D.E. Davinson, B.Sc. (Econ.), DPA, FLA. Head	X	X X		X	X							X	
Graduate School of Librarianship and Information Science, University of Sheffield	W. L. Saunders, M.A., F.L.A., Director	X X	X			X X	X	X				X X		
Department of Librarianship, Manchester Polytechnic	John L. Ingham	X	X X		X	X							X	
Department of Librarianship, Newcastle Upon Tyne Polytechnic	W. Caldwell, F.L.A., Head	X	X X		X	X							X	
Department of Library and Information Studies, Liverpool Polytechnic	W. H. Snape, B.P.A., F.L.A., Head	X	X X		X	X							X	
Department of Library and Information Studies, Loughborough University of Technology	Prof. Peter Havard-Williams, Head	X	X			X	X	X				X	X	X
School of Librarianship, Loughborough Technical College	F.J. Cox, FLA, Head													
School of Librarianship, Polytechnic of North London	D.F. Dudley, F.L.A., Head		X		X	X								
School of Library, Archive and Information Studies, University College, London	Arthur Brown, M.A., D.LIT., Director		X		X	X			X	X X		X X X X		
				X	X		X	X	X X			X X		

SPECIALIZATIONS								ACADEMIC REQUIREMENTS		Duration	Qualification Awarded
Librarianship	School and Children's Librarianship	Public Librarianship	Academic and Personal Librarianship	Industrial and Special Librarianship	Comparative Librarianship	Information Science	Archive Studies	Experience	Academic Requirements		
X									First Degree	One Academic year	L.A. Post-Graduate Diploma
X	X				X	X	X	X	First Degree	One Academic year	L.A. Post-Graduate Diploma
X									BLS or Degree + professional qualification	One Academic year	M. Lib.
X	X					X	X	X	First Degree	One Academic year	L.A. Post-Graduate Dip.
X	X				X	X	X		Honours Degree	One Academic year	M. L. S.
X									As per University Regulations		M.A.
											Ph.D
X									First Degree	One Academic year	L.A. Post-Graduate Dip.
									NO POST-GRADUATE	COURSE OFFERED	
X	X	X	X	X					First Degree	One Academic year	L.A. Post-Graduate Dip.
X									First or second class Honours, P.G.D.L., F.L.A.	One Academic year	Masters Degree
X									First Degree	One Academic year	L.A. Post-Graduate Diploma
X	X				X				First Degree	One Academic year	L.A. Post-Graduate Diploma
X		X	X		X	X		X	Honours Degree in Humanities or Social Sciences	One Calendar year	M. A.
						X		X	Honours Degree in Science or Technology	One Calendar year	M.Sc. in Information Studies
X						X				One Academic year	M.A. or M.Sc. by Thesis Ph.D.
X								X	First Degree	One Academic year	L.A. Post-Graduate Diploma
X	X					X		X	First Degree	One Academic year	L.A. Post-Graduate Diploma
X	X					X		X	First Degree	One Academic year	L.A. Post-Graduate Diploma
X						X	X	X	First Degree	One Academic year (full-time) or two academic years (part-time)	D. L. I. S. (M. L. S., pt.1)

									First Degree	One Academic year	L.A. Post-Graduate Dip.
									NO POST-GRADUATE	COURSE OFFERED	
x	x	x	x	x					First Degree	One Academic year	L.A. Post-Graduate Dip.
x									First or second class Honours, P.G.D.L., F.L.A.	One Academic year	Masters Degree
x									First Degree	One Academic year	L.A. Post-Graduate Diploma
x	x				x				First Degree	One Academic year	L.A. Post-Graduate Diploma
x		x	x		x	x		x	Honours Degree in Humanities or Social Sciences	One Calendar year	M.A.
						x		x	Honours Degree in Science or Technology	One Calendar year	M.Sc. in Information Studies
x x						x x				One Academic year	M.A. or M.Sc. by Thesis Ph.D.
x								x	First Degree	One Academic year	L.A. Post-Graduate Diploma
x	x					x		x	First Degree	One Academic year	L.A. Post-Graduate Diploma
x	x					x		x	First Degree	One Academic year	L.A. Post-Graduate Diploma
x						x	x	x	First Degree	One Academic year (full-time) or two academic years (part-time)	D. L. I. S. (M. L. S., pt.1)
x								x	D. L. I. S.	One Academic year (part-time)	M. L. S.
x						x	x	Desirable	First Degree and professional qualification	One Calendar year (October - September)	M.A. in Archive/Library/Information Studies, and Education Ph.D
										NO POST-GRADUATE	COURSE
x	x				x	x	x	x	First Degree	One Calendar year	University of London Post-Graduate Diploma in Library and Information Studies
x	x			x				x	First Degree	One Academic year	Post-Graduate Diploma in Library and Information Studies
x					x	x			Good First Degree + Professional qualification	Not less than one Academic year	M.A. in Library and Information Studies
x						x			"	Two Academic years	M. Phil.
							x	x	First or Second Class Honours Degree	One Academic year	Diploma in Archive Studies*
							x		Good First Degree + Diploma in Archive Studies	Two Academic years	M. Phil. (Archive Studies)*
						x		x	Degree in Natural Sciences or Math.	One Calendar year	M.Sc. in Information Science,
x						x		x		Three Academic years	Ph.D.

* Specialised Syllabus

TABLE VII

CANADA: CURRICULUM FOR POSTGRADUATE [illegible] FOR LIBRARIANSHIP, [illegible] 1973

School	Director	CORE CURRICULUM: Introduction to Librarianship/Orientation	Foundations of Librarianship	Library and Society	Library and its Public	Selection of Materials	Building Library Collections	Cataloguing & Classification	Organization of Materials	Reference and Bibliography	Information Sources and Services	Administration/Management	Introduction to Info. Science	Introduction to Library Automation Systems; Analysis; Introduction to Data Processing	Professional Theory & Methods	Intellectual and Cultural Foundations	Publishing & The Book Trade	Masters Seminar	Research Methods	Thesis	Field Work
School of Library Science, University of Alberta	Mary E. F. Henderson, B.L.S., M.A., Director	x	x			x		x		x		x							x	x	
School of Librarianship, University of British Columbia	Roy G. Stokes M.A., F.L.A., Director	x		x				x	x	x	x			x			x		x		x
Graduate School of Library Science, McGill University	Effie C. Arthury, B.A., B.L.S., M.L.S., Director	x				x			x			x		x					x	x	
Ecole de Bibliotheconomie Universite de Montreal	Georges Cartier Director	x				x		x	x			x		x					x		
Faculty of Library Science, University of Toronto	Frances Halpenny, Dean			x					x		x	x							x	ELECTIVE	ELECTIVE
School of Library and Information Science, University of Western Ontario	William J. Cameron, B.A., M.A., Ph.D., Dean											x	x x	x	x x			x x	x		
School of Library Service, Dalhousie University, Halifax, Nova Scotia	Norman Horrocks, Ph.D., Director	x						x		x				x					x		x

SPECIALIZATIONS

Librarianship	School and Children's Librarianship	Public Librarianship	Academic and National Librarianship	Industrial and Special Librarianship	Business	Music	Medical	Law	Art	Maps	Information Retrieval	Archive Studies	ADMISSION REQUIREMENTS: Experience	Academic Requirements	Duration	Qualification Awarded
X	X	X	X	X								X	X	B.A., B.Sc. B. L. S.	One Academic year One Academic year	B. L. S. M. L. S.
X	X	X	X	X			X					X	Strongly Recommended	B.A., B.Sc. B. L. S.	Two Academic years One year	M. L. S.
X	X	X	X	X									Strongly Recommended	B.A., B.Sc.	Two Academic years	M. L. S.
X	X	X	X	X		X	X			X		X		B. Bibl. or B. L. S.	Two Academic years	Maitresse
X	X	X	X	X			X	X		X			Given Consideration	B.A., B.Sc. B. L. S.	Two Academic years One Academic year	M. L. S. Ph.D
X	X			X		X	X	X	X			X		B.A. or B.Sc. (Honours) B. L. S.	Three terms Two terms	M. L. S. Ph.D
X	X						X					X		B.A. or B.Sc. G.L.S.	Two Academic years One Academic year	M. L. S. M. L. S.

TABLE VIII

UNITED STATES: CURRICULUM OF POST-GRADUATE EDUCATION FOR LIBRARIANSHIP, JUNE 1973

A. NORTHEAST

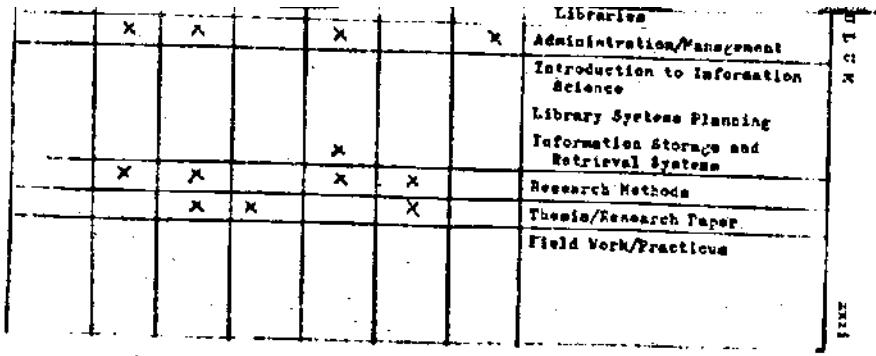
School	Dean or Director	CORE CURRICULUM: Intro. to Librarianship: Foundations of Library and Information Science	Library in Society	Major Issues in Librarianship	Selection/Evaluating Information Resources	Knowledge Materials	Cataloguing and Classification	Organization of Collections/Technical Services	Reference and Bibliography	Information Sources & Services	Subject Bibliography	History of Books and Libraries	Administration/Management	Introduction to Information Science	Library Systems Planning	Information Storage and Retrieval Systems	Research Methods	Thesis/Research Paper	Field Work/Practicum
Department of Library Science, Catholic University, Washington, D.C.	Rev. James J. Kortendick, Chairman		x		x		x	x		x		x	x				x	x	x
School of Library Service Columbia University, N. Y. C.	Richard L. Darling, Ph.D., Dean	x									x								
Graduate School of Library Science, Drexel Univ., Philadelphia	Guy Garrison, Ph.D., Dean	x			x			x	x				x						
Palmer Graduate Library School, Long Island, Priv., Greenvale, N. Y.	John T. Gillespie, AB, MS, Ph.D., Dean				x		x		x										
School of Library and Information Services, Univ. of Maryland, College Park, Md.	Margaret Chisholm, BA, ML, Ph.D., Dean	x						x	x										
School of Library and Information Science, State University of N. Y., Albany	John J. Farley B.A., M.A., M.S., Ph.D., Dean						x		x		x		x					x	
School of Library and Information Science, State University of N. Y., Geneseo	Ivan L. Valdor, Ph.D., Dean		x				x		x				x			x			
Graduate School of Library and Information Science, University of Pittsburgh	Frank B. Bessa, Ph.D., Ag. Dean				x		x						x			x			
Graduate School of Library and Information Science, Pratt Institute, Brooklyn, N.Y.	Nasser Sharify, M.S., D.L.S., Dean						x		x		x			x					
Department of Library Science, Queen's College, City University of N. Y.	Morris A. Gelfand Ph.D., Chairman						x		x		x	x	x				x		
The Graduate Library School, University of Rhode Island, Kingston	R.J. Humeston, jr. Ph.D., Dean						x		x				x						
Graduate School of Library Service, Rutgers University, New Brunswick, N. J.	T. E. Hatt, jr., AB, Ph.D., Dean		x						x				x						
School of Library Science, Simmons College, Boston	Kenneth R. Shaffer, AB, BS in LS, Director		x				x		x		x								
School of Library Science, Syracuse University, Syracuse N. Y.	Robert E. Taylor AB, PA, MS in LS, Dean				x											x			

SPECIALISATIONS

Librarianship	Educational Media Centre	Children & Young Adults	School Librarianship	Public Librarianship	Academic Librarianship	Special Librarianship	Science	Music	Medical	Law	Rare Books	Far Eastern Librarianship	Theology	Art	Maps	Newspaper Librarianship	Administration/Management	Communications	Resources & Bibliography	Technical Services	Reference Services	Media Technology	Information Science	Library Automation	Archive Administration	Duration Beyond First Degree	Qualification Awarded
X			X	X	X	X																				One Calendar year (36 credits)	MS in LS Advanced Certificat
X		X					X	X			X												X			One Calendar year (36 credits)	MS in LS Advanced Certificat D. L. S.
X		X	X	X	X	X			X	X	X												X			Two Academic years	MS
X			X	X	X	X																				One Calendar year (36 credits)	MS
X			X	X	X	X			X	X				X									X			One Calendar year (36 credits)	MS Ph.D
X			X																X	X	X		X			One Calendar year (36 credits)	MS
X			X	X	X	X		X	X														X			One Calendar year (36 credits)	MS Advanced Certificat
X			X	X	X	X	X		X	X	X		X				X	X	X	X			X			One Calendar year (36 credits)	MLS Advanced Certificat Ph.D
X																							X			One Calendar year (36 credits)	MLS
X			X	X	X	X																				One Calendar year (36 credits)	MLS
X		X	X	X	X	X																				One Calendar year (36 credits)	MLS
X			X														X		X	X	X	X	X			One Calendar year (36 credits)	MLS Ph.D.
X																										One Calendar year (36 credits)	MS
X			X																				X			One Calendar year (36 credits)	MLS Ph.D.

B. SOUTHEAST

School	Dean or Director	CORE CURRICULUM: Intro. to Librarianship	Foundations of Library and Information Science	Library in Society	Major Issues in Librarianship	Selection/Evaluating Information Resources	Non-Book Materials	Cataloguing & Classification	Organization of Collections/ Technical Services	Reference and Bibliography	Information Sources & Service	Subject Bibliography	History of Books and Libraries	Administration/Management	Introduction to Information Science	Library Systems Planning	Information Storage and
School of Library Service, Atlanta University, Atlanta, Ga.	Mrs. Virginia Lacy Jones, Ph.D., Director		X					X		X		X		X			
Division of Librarianship, Emory University, Atlanta, Ga.	A. Venable Lawson, BA, BLS, Director	X			X				X	X							
School of Library Science, Florida State University, Tallahassee, Florida	Harold Goldstein, Ed.D., Dean		X					X	X	X				X			X
College of Library Science, University of Kentucky, Lexington, Ky.	Lawrence A. Allen, BS, MS, Ph.D., Dean	X X							X X	X X							
Library School, Louisiana State University, Baton, Rouge, Louisiana	Donald D. Foos, Ph.D., Director				X			X		X				X			
School of Library Science, University of North Carolina, Chapel Hill, N.C.	Edward G. Holley, Ph.D., Dean			X	X				X	X				X			
School of Library Science, George Peabody College, Nashville, Tenn.	Edwin S. Gleaves, Jr., BA MA, Ph.D., Director		X		X			X		X		X					



	Librarianship
	Educational Media Centre
	Children & Young Adults
	School Librarianship
	Public Librarianship
	Academic Librarianship
	Special Librarianship
	Science
	Music
	Medical

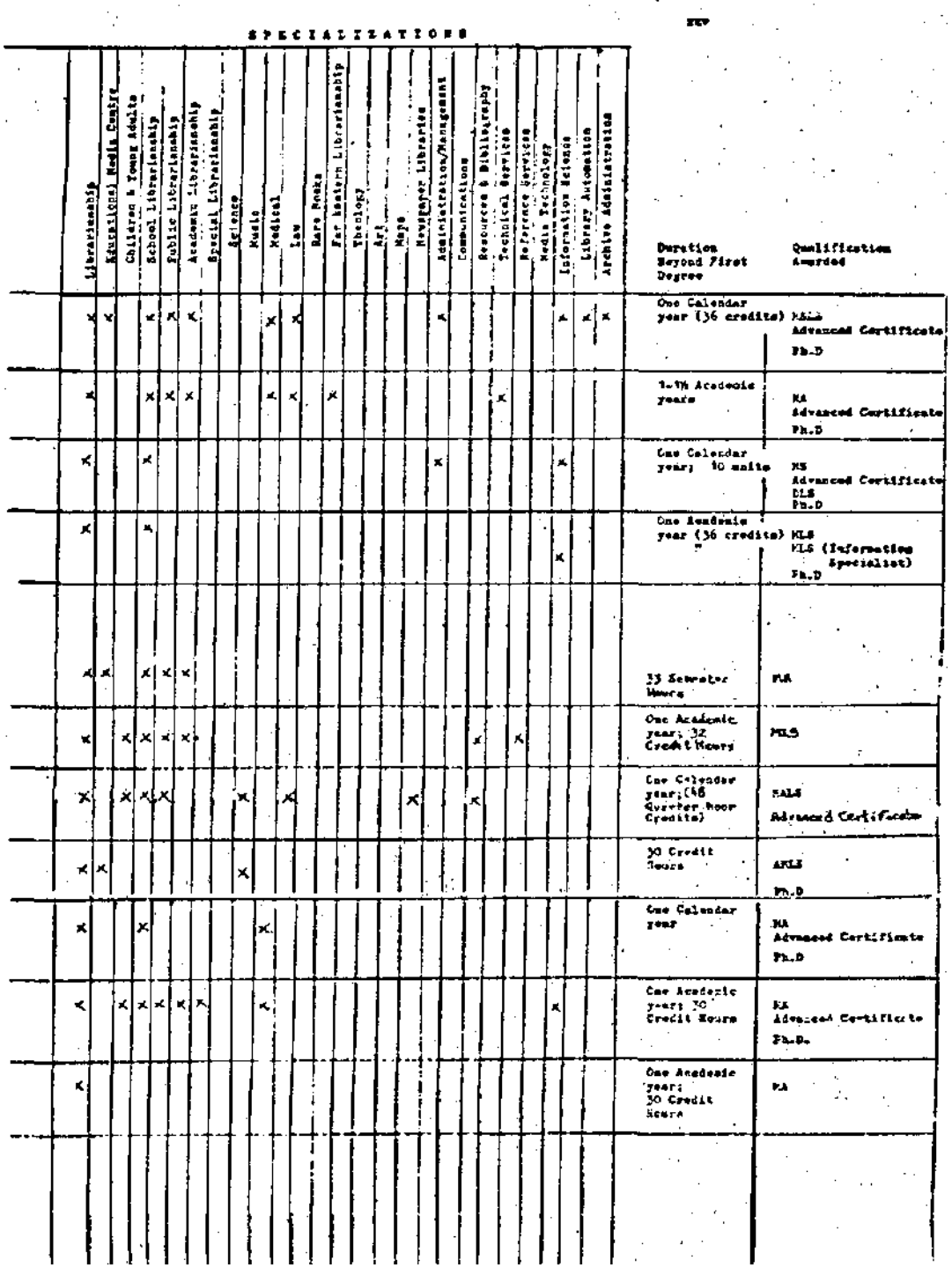
SPECIALIZATIONS

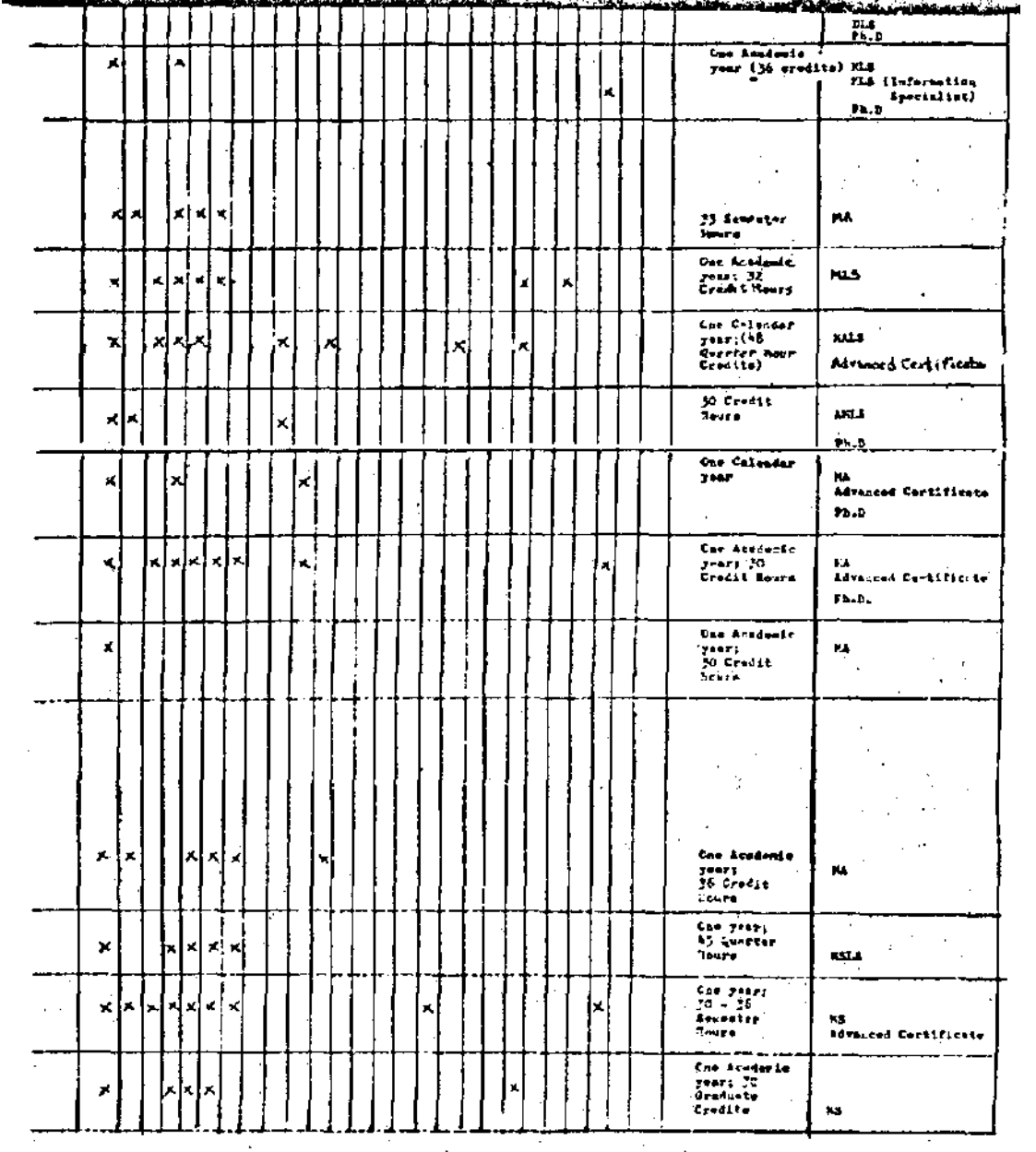
Public Librarianship	Academic Librarianship	Special Librarianship	Science	Music	Medical	Law	Rare Books	Far Eastern Librarianship	Theology	Art	Maps	Newspaper Libraries	Administration/Management	Communications	Resources & Bibliography	Technical Services	Reference Services	Media Technology	Information Science	Library Automation	Archive Administration	Duration Beyond First Degree	Qualification Awarded
X	X	X														X	X					One Calendar year (36 credits)	MS in LS Advanced Certificate
X	X	X			X																X	One Academic year (45 quarter hours)	MA Advanced Certificate
X	X	X																	X			48 Quarter Hours	MS Advanced Certificate Ph.D
					X																	One year (36 credit hours)	MS in LS MA
X	X	X			X																	One year (33 credit hours)	MS
X	X				X	X	X		X							X			X		X	One year (39 Semester hours)	MS in LS
X	X	X																				One Calender year (36 credits)	MLS Advanced Certificate

C. MIDWEST

School	Name or Director	CORE CURRICULUM: Intro. to Librarianship Foundations of Library and Information Science	Library in Society	Prof. Issues in Librarianship	Selection/Evaluating Information Resources	Non-Book Materials	Cataloguing and Classification	Cooperations of Collections/ Technical Services	Reference and Bibliography	Information Sources & Services	Subject Bibliography	History of Books and Libraries	Administration/Management	Introduction to Information Science	Library Systems Planning	Information Storage and Retrieval Systems	Research Methods	Thesis/Research Paper	Field Work/Practicum
School of Library Science, Case Western Reserve University, Cleveland	William Goffman, Ph.D., Dean	X						X	X										
Graduate Library School, University of Chicago, Chicago	Howard W. Winger, Dean		X					X	X						X		X		
Graduate School of Library Science, University of Illinois, Urbana	Herbert Goldhor, Ph.D., Director	X																	
Graduate Library School, Indiana University, Bloomington	Bernard M. Fry, AM, MS, Dean				X X	X X	X X		X X	X X			X X	X X	X	X			
School of Library Science, University of Iowa, Iowa City	Frederick Goodman, Director	X			X		X		X	X									
Department of Librarianship, Kansas State Teacher's College, Emporia, Kansas	Norman Clarke, Head		X		X			X	X	X					X		X		
School of Library Science, Kent State University, Kent, Ohio	Guy A. Marco, MALS, Ph.D., Dean	X					X		X						X		X	X	
School of Library Science, University of Michigan, Ann Arbor	Russell E. Bidlack, ABLS, AMLS, AM, Ph.D., Dean	X			X		X		X		X								X
Library School, University of Minnesota, Minneapolis	David K. Berninghausen, M.A., Director	X			X			X											
School of Library and Information Science, University of Missouri, Columbia	Ralph H. Parker, BA, MA, Ph.D., Dean	X			X		X		X								X		
Department of Library Science, Northern Illinois University, DeKalb, Illinois	La Verm Walther, Head Louis J. Staig, Chairman		X		X		X		X		X						X		

Illinois, Urbana	Director														
Graduate Library School, Indiana University, Bloomington	Bernard M. Fry, AM, MS, Dean			X	X	X	X	X		X	X	X X X			
School of Library Science, University of Iowa, Iowa City	Frederick Wagman, Director	X		X		X	X	X							
Department of Librarianship, Kansas State Teacher's College, Emporia, Kansas	Herman Clarke, Head		X	X		X	X	X			X		X		
School of Library Science, Kent State University, Kent, Ohio	Guy A. Marco, MALS, Ph.D., Dean	X				X	X				X		X	X	
School of Library Science, University of Michigan, Ann Arbor	Russell E. Bidlack, AB, MALS, AB, Ph.D., Dean	X		X		X	X	X							X
Library School, University of Minnesota, Minneapolis	David K. Berninghausen, M.A., Director	X		X		X									
School of Library and Information Science, University of Missouri, Columbia	Ralph H. Parker, BA, MA, Ph.D., Dean	X		X		X	X						X		
Department of Library Science, Northern Illinois University, DeKalb, Illinois	Le Vern Walther, Head Louis J. Haig, Chairman	X		X		X	X	X					X		
Graduate School of Library Science, Rosary College, River Forest, Illinois	Sister M. Laurette Mc Cusker, C.P., D.L.S., Dean			X		X	X	X					X		
Department of Library Science, Wayne State University, Detroit	Robert A. Seath, Chairman	X		X		X	X	X						X	
School of Librarianship, Western Michigan University, Kalamazoo, Michigan	Jean E. Lowrie, BA, MLS, MA, Ph.D., Director	X		X		X	X			X			X		
School of Library and Information Science, University of Wisconsin, Milwaukee	Theodore Samore, BA, MA, FALS, Ag. Director		X	X		X	X			X					


SPECIALIZATIONS
Librarianship
Educational Media Centre
Children & Young Adults
School Librarianship
Public Librarianship
Academic Librarianship
Special Librarianship
Science
Music
Medical
Law
Rare Books
Far Eastern Librarianship
Theology
Art
Maps
Newspaper Libraries
Administration/Management
Communications
Resources & Bibliography
Technical Services
Reference Services
Media Technology
Information Science
Library Automation
Archive Administration
Duration Beyond First Degree
Qualification Awarded
One Calendar year (36 credits)
MLS
Advanced Certificate
Ph.D
1-1½ Academic years
MA
Advanced Certificate
Ph.D
One Calendar year; 30 units
MS
Advanced Certificate
DLS
Ph.D
One Academic year (36 credits)
MLS
MLS (Information Specialist)
Ph.D
33 Semester Hours
MLS
One Academic year; 32 Credit Hours
MLS
One Calendar year; (48 Quarter Hour Credits)
MALS
Advanced Certificate
30 Credit Hours
AMLS
Ph.D
One Calendar year
MA
Advanced Certificate
Ph.D
One Academic year; 30 Credit Hours
MA
Advanced Certificate
Ph.D.
One Academic year; 30 Credit Hours
MA



5. CONTINUED

School	Dean or Director	CORE CURRICULUM: Intro. to Librarianship	Foundations of Library and Information Science	Library in Society	Major Issues in Librarianship	Selection/Evaluating Information Resources	Non-Book Materials	Cataloguing and Classification	Organization of Collections/ Technical Services	Reference and Bibliography	Information Sources & Services	Subject Bibliography	History of Books and Libraries	Administration/Management	Introduction to Information Science	Library Systems Planning	Information Storage and
School of Library and Information Sciences, North Texas State University, Denton, Texas	Sarah Law Kennerly, Ag. Dean					X		X		X		X		X			
School of Library Science, University of Oklahoma, Norman	Frank J. Bertalan Director							X X		X X							
Graduate School of Library Science, University of Texas, Austin	Claud Glen Sparks, Ph.D., Ag. Dean							X		X							
School of Library Science, Texas Woman's University, Denton, Texas	D. Genevieve Dixon, M.A., Director			X X		X X		X X				X X					

Introduction to Information Science					
Library Systems Planning					
Information Storage and Retrieval Systems					
Research Methods		X			X X
Thesis/Research Paper			X		X
Field Work/Practicum					

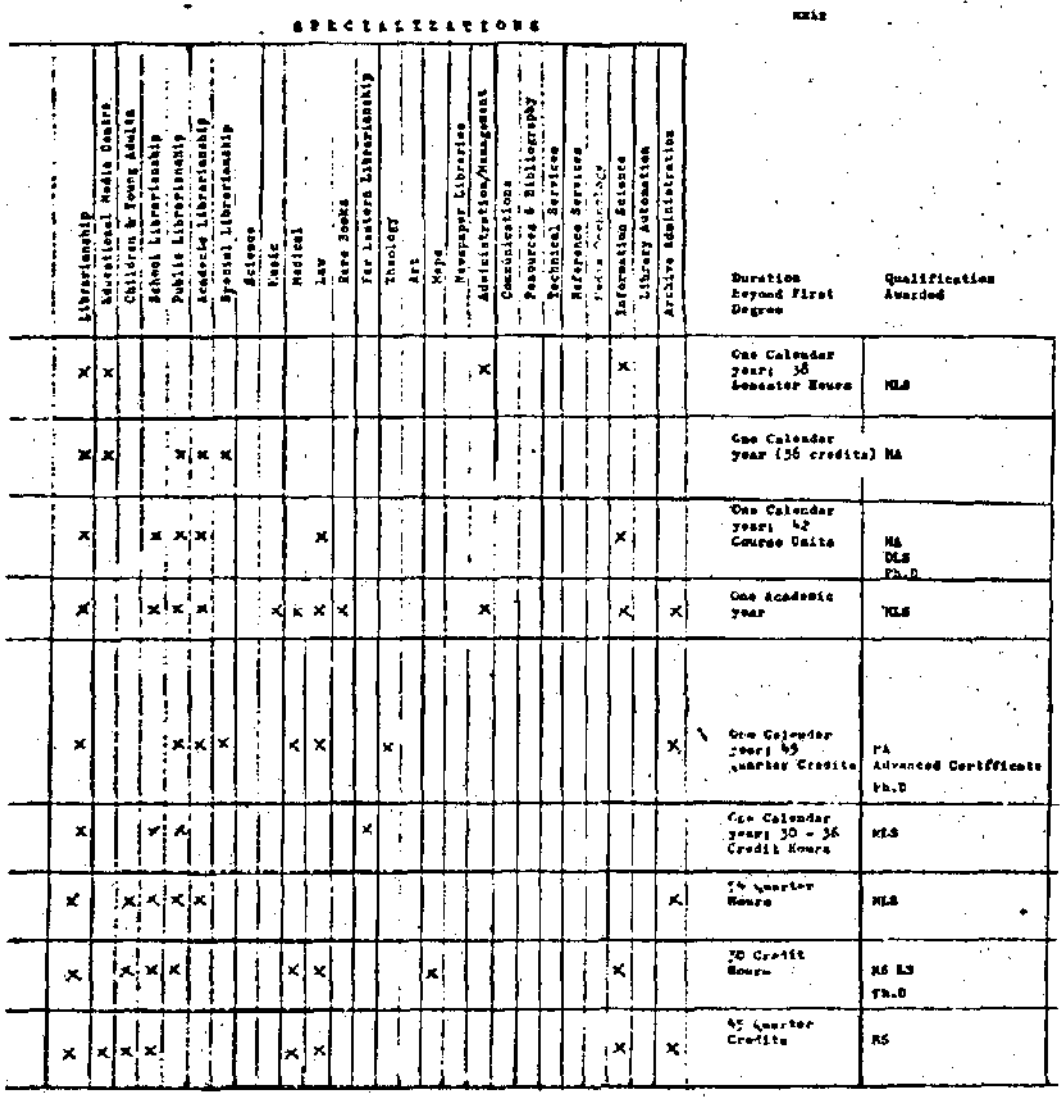
Librarianship		X	X X	X		X X
Educational Media Centre						
Children & Young Adults		X	X X			
School Librarianship	X X	X	X X	X		
Public Librarianship	X X	X	X X	X		
Academic Librarianship	X X	X		X		
Special Librarianship	X X	X	X X	X		
Science						
Music				X		

SPECIALIZATIONS

Librarianship	Educational Media Centre	Children & Young Adults	School Librarianship	Public Librarianship	Academic Librarianship	Special Librarianship	Science	Music	Medical	Law	Rare Books	Far Eastern Librarianship	Theology	Art	Maps	Newspaper Libraries	Administration/Management	Communications	Resources & Bibliography	Technical Services	Reference Services	Media Technology	Information Science	Library Automation	Archive Administration	Duration Beyond First Degree	Qualifications Awarded
x			x	x	x	x		x												x						One Calendar year (36 credits)	MLS
x x		x x	x x	x x		x x			x x																36 Credit Hours 34 Credit Hours + Thesis	M.L.Sc. MA in LS
x		x	x	x	x	x			x	x	x													x	36 Credit Hours	MLS Advanced Certificate Ph.D
x x x			x x x x	x x x x	x x x x	x x x x																			36 Credit Hours 30 Credit Hours and Thesis	MLS MA Ph.D

E. WEST

School	Dean or Director	CORE CURRICULUM: Intro. to Librarianship	Foundations of Library and Information Science	Library in Society	Major Issues in Librarianship	Selection/Evaluating Information Resources	Non-Book Materials	Cataloging and Classification	Organization of Collections/ Technical Services	Reference and Bibliography	Information Sources & Services	Subject Bibliography	History of Books and Libraries	Administration/Management	Introduction to Information Science	Library Systems Planning	Information Storage and Retrieval Systems	Research Methods	Thesis/Research Paper	Field Work/Practicum
Graduate Department of Library and Information Sciences, Brigham Young University, Provo, Utah	M. Thayne Johnson, BA, MA, PD, Director		X			X		X		X				X			X	X		X
Department of Librarianship, California State University, San Jose	Leslie C. Janke, BA, MA, PhD, Chairman		X			X			X	X								X	X	Orred
School of Librarianship, University of California, Berkeley	Everett Walters, Ph.D., Dean		X																	
Graduate School of Library Service, University of California, Los Angeles	Andrew T. Horn, Dean	X				X		X		X		X		X	X				X	X
Graduate School of Librarianship, University of Denver	Margaret Knox Goggin, Ph.D., Dean				X	X		X		X		X		X				X	OPTION	X
School of Library Studies, University of Hawaii, Manoa Valley	Robert D. Stevens Ph.D., Dean			X		X		X		X				X						
School of Librarianship, University of Oregon, Eugene, Ore.	Perry D. Morrison, Dean				X	X		X		X				X						
School of Library Science, University of Southern California, Los Angeles	Martha Boaz, PA in LS, Ph.D., Dean	X				X		X		X		X		X					OPTION	
School of Librarianship University of Washington, Seattle	Irving Lieberman, Ph.D., Director			X		X		X	X	X		X		X				X	OPTION	X


SPECIALIZATIONS
Librarianship
Educational Media Centers
Children & Young Adults
School Librarianship
Public Librarianship
Academic Librarianship
Special Librarianship
Science
Music
Medical
Law
Rare Books
Far Eastern Librarianship
Theology
Art
Maps
Newspaper Libraries
Administration/Management
Communications
Resources & Bibliography
Technical Services
Reference Services
Media Resources
Information Science
Library Automation
Archive Administration
Duration Beyond First Degree
Qualification Awarded
One Calendar year; 36 Semester Hours
MLS
One Calendar year (36 credits)
MA
One Calendar year; 42 Course Units
MA
DLS
Ph.D
One Academic year
MLS
One Calendar year; 45 Quarter Credits
MA
Advanced Certificate
Ph.D
One Calendar year; 30 - 36 Credit Hours
MLS
54 Quarter Hours
MLS
70 Credit Hours
MS LS
Ph.D
45 Quarter Credits
MS

APPENDIX B:

P L A T E S



PLATE I. Foundation Members Planning the West African Library Association During the Unesco Seminar at University College, Ibadan, August 1953. From left to right:- Messrs. Kalu Okorie, T.T. Solaru, Ernest Ikoli, John Harris, Miss Emma Mason, Rev. Mother Marie Osmond, Miss Barbara Mullane, Mr. G.N. Nwikina, Mrs. Evelyn Smith, Miss Elsie Walker, Mr. Michael Jones.



PLATE II. Carl White, First Library Advisor to the Republic of Nigeria, and S.C. Nwoye, First Organizer, Institute of Librarianship, 1960/61, and later Librarian, University of Nigeria, Nsukka, at the Inauguration of the Eastern Nigeria Division, Nigerian Library Association, Enugu, May 1963.

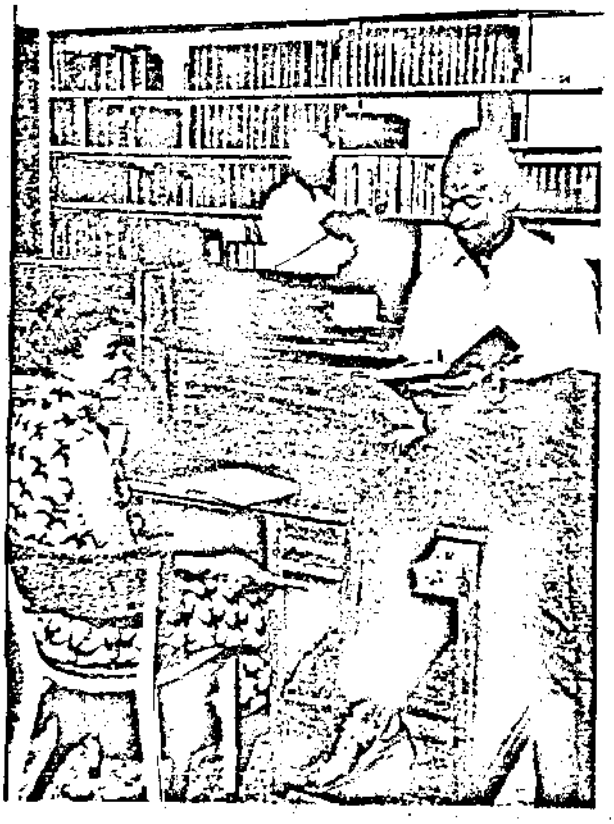


PLATE III. Institute of Librarianship, University of Ibadan, 1963/64: Student Study Room, part of the Institute's facilities on the third floor of the University Library.

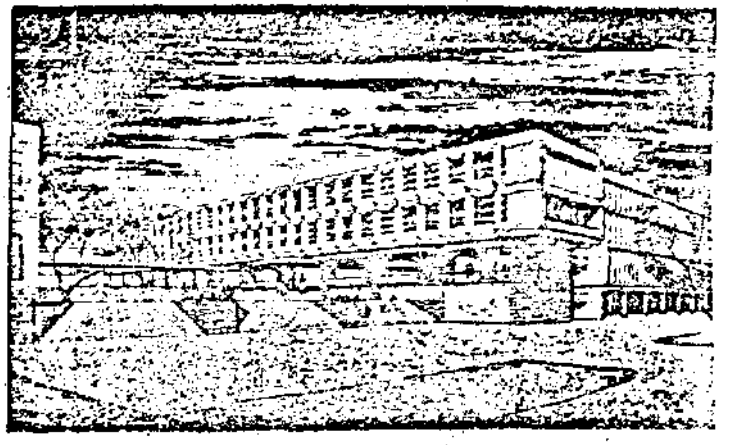


PLATE IV. Architect's 1963 Drawing of New Faculty of Education Building, University of Ibadan, Planned to Include the Institute of Librarianship.

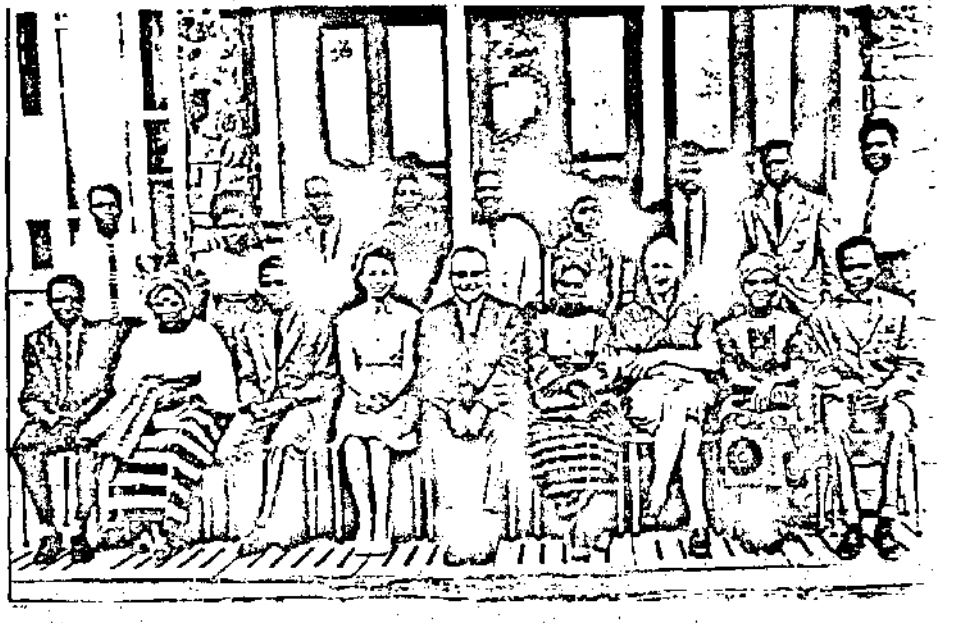


PLATE V. Institute of Librarianship, University of Ibadan, 1963/64; Staff and Students. Center front, Irving Lieberman, Advisory Director; third from right, John Harris; fourth from right, Adetowun Ogunsheye; sixth from right, Elizabeth Peeler.



PLATE VI. Institute of Librarianship, University of Ibadan, 1964/65: Staff and Students. Ron O'Reilly, Visiting Director 6th from the left, middle row. Andre' Nitecki, 2nd from left; Adetowun Ogunsheye, 3rd from left.

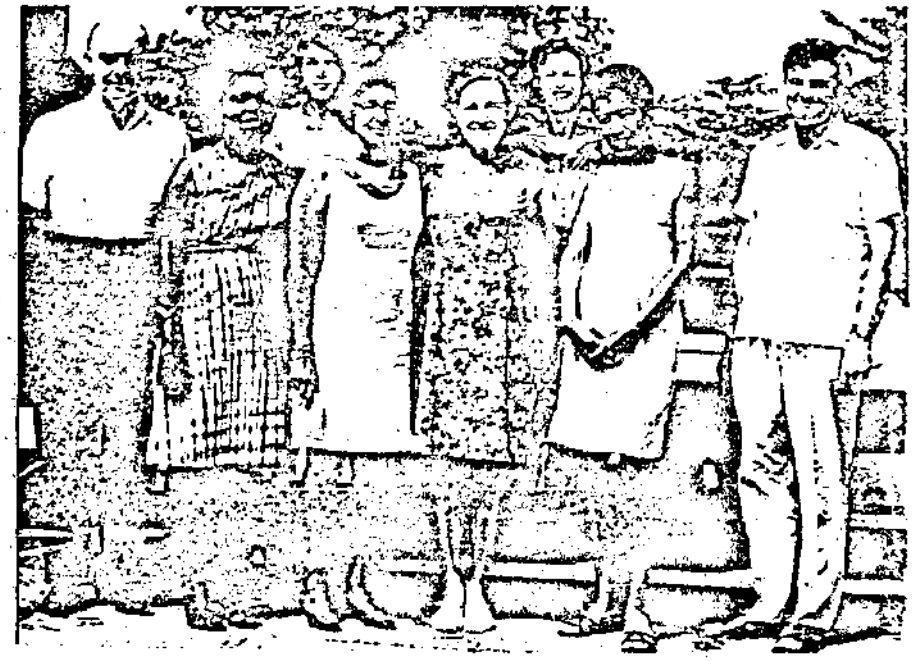


PLATE VII. Institute of Librarianship, June 1970: Staff and External Examiners. From left to right - Harold Lancour (External Examiner), Adetowun Ogunsheye, Gulten Wagner, Library School Librarian, Elinor Sinette, Laura Colvin (External Examiner), Monica Greaves, Clara Olubanjo, Secretary to the Director, John Dean, Director.

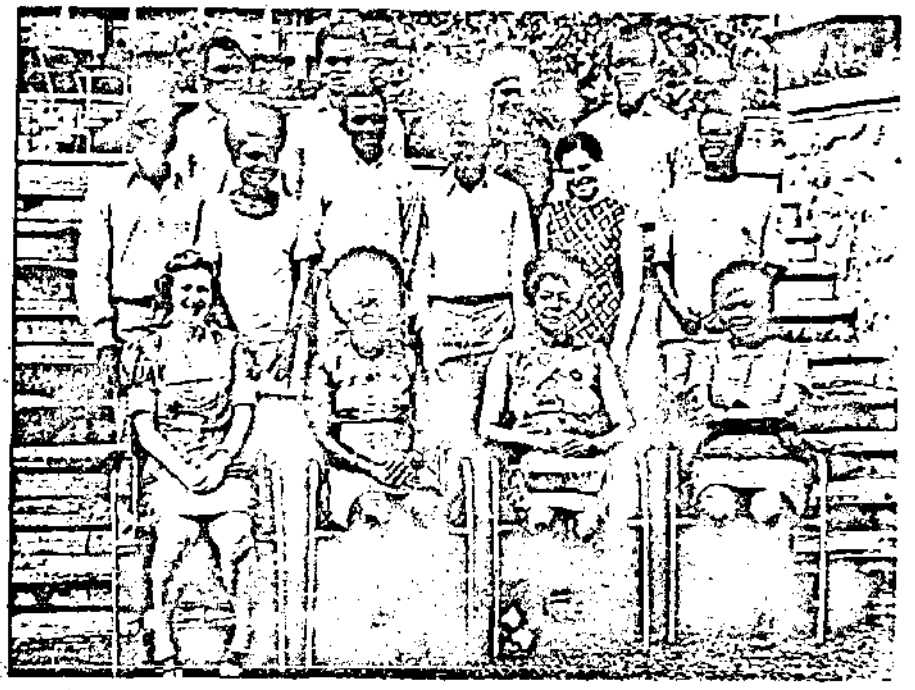


PLATE VIII. Department of Library Studies, University of Ibadan, 1972/73: Staff and students. From left to right seated: Monica Greaves, Prof. Adetowun Ogunsheye, Head of Department, Blanche Foster; from right to left standing: Briggs Nzotta, Kathy Okpaku, Librarian/demonstrator.

PLATE IX. Department of Library Science, Faculty of Education Building, Ahmadu Bello University, 1973/74.

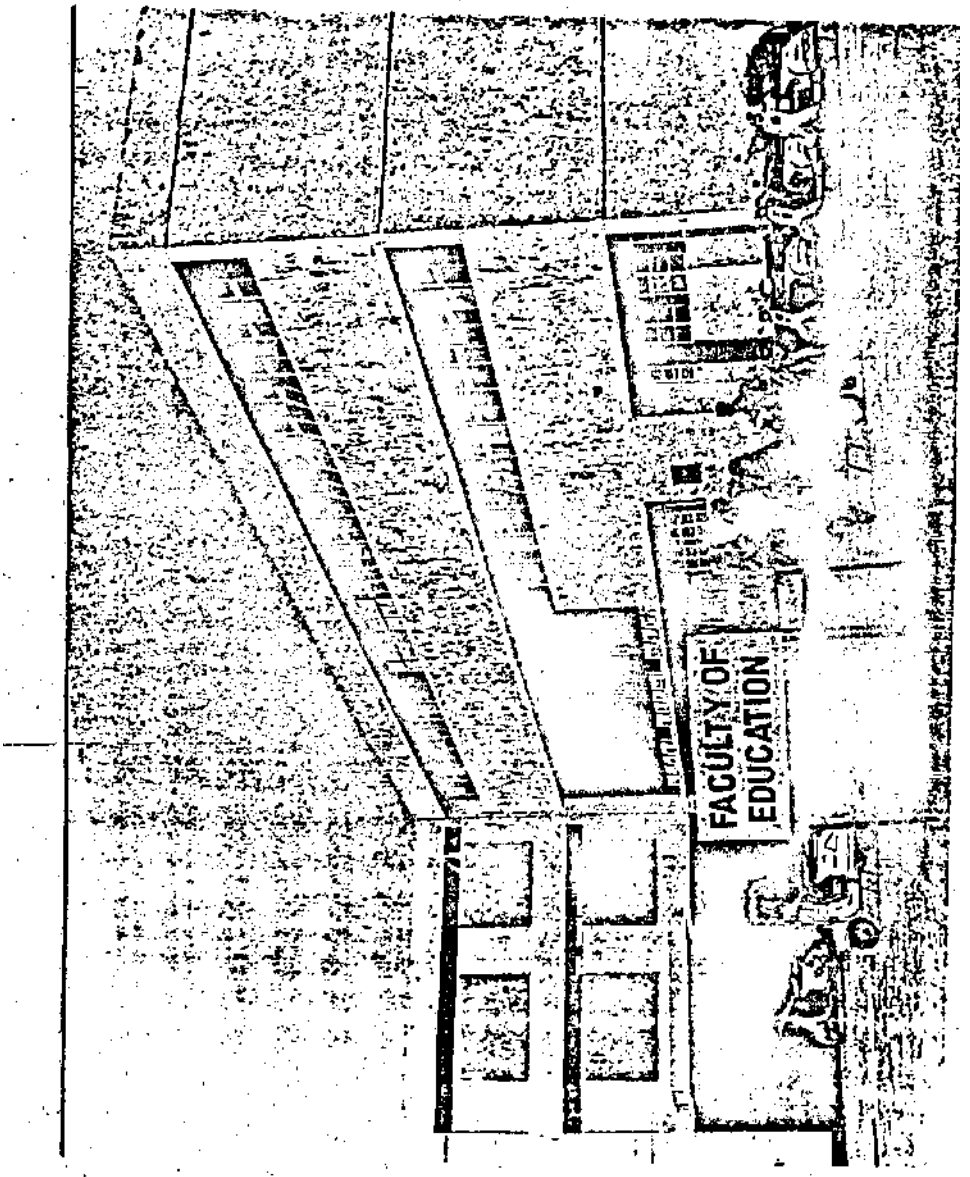




PLATE X. Department of Library Science,
Ahmadu Bello University:
Prof. John Michael J. Grey-Theriot,
Founder and Head of Department, 1968-1972.

PLATE XI. Department of Library Science, Ahmadu Bello University: Prof. Ronald C. Benge, Head of Department, 1973 - with the author.



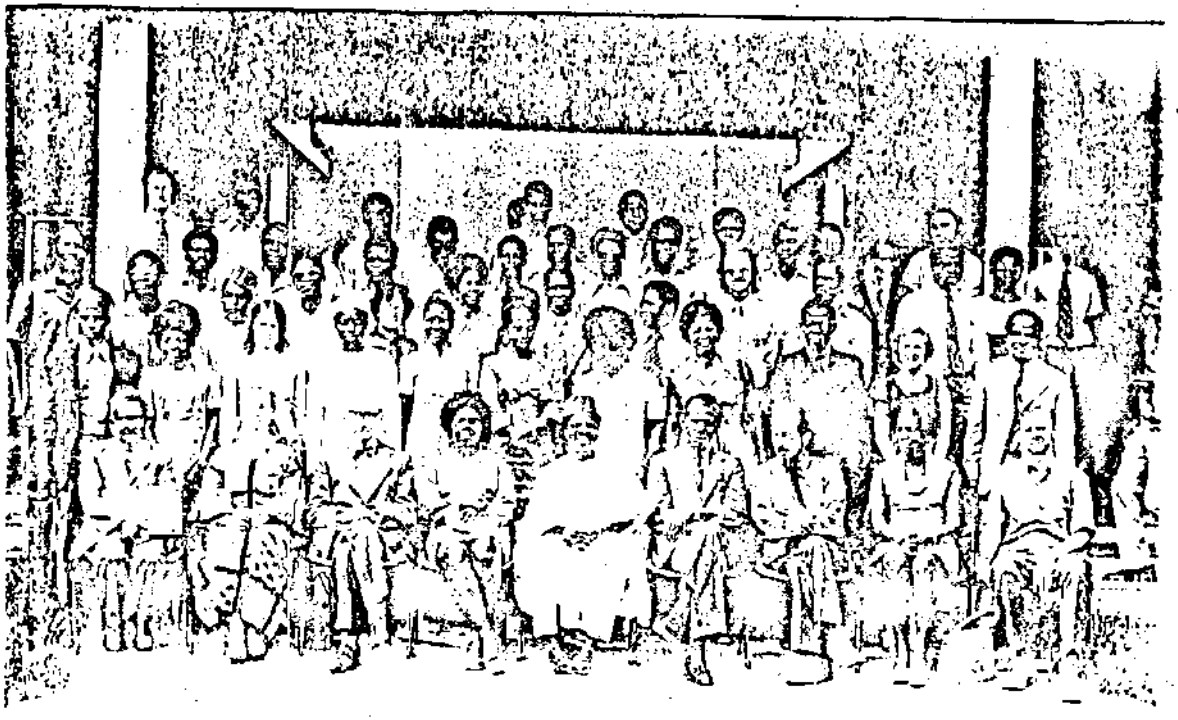
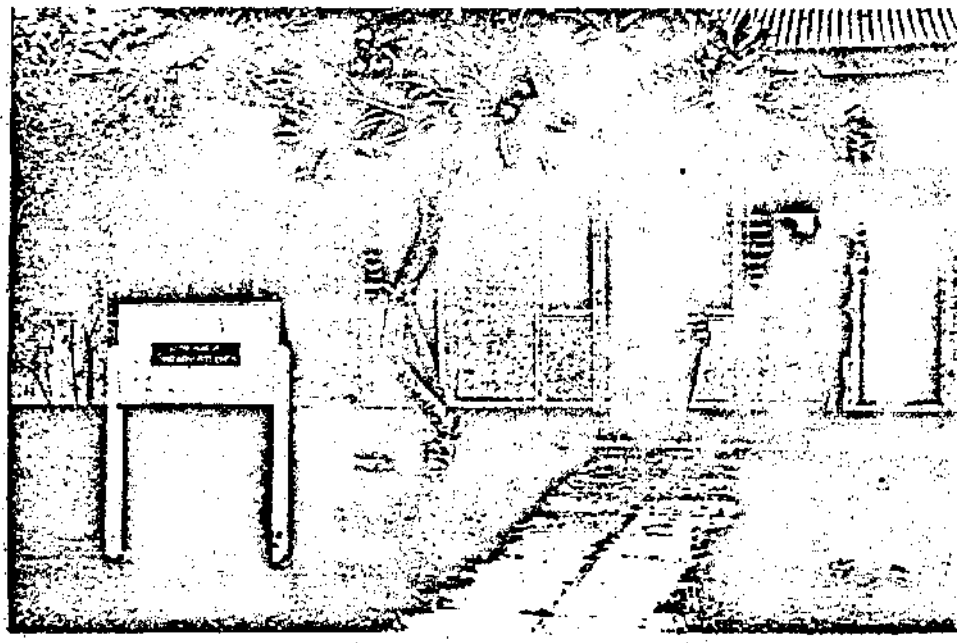


PLATE XII. Department of Library Studies, University of Ibadan, Colloquium on Library Education in Nigeria, March 15-19, 1974. Seated from left to right: A. Moid, Dept. of Library Science, ABU; Dorothy Obi, Univ. of Nigeria, Nsukka; Prof. John Harris, Ag. Vice-Chancellor, Univ. of Benin; Prof. Adetowun Ogunsheye, Head, Dept. of Library Studies, Univ. of Ibadan; Min. of Education, Western Nigeria; Prof. Thomas, Vice-Chancellor, Univ. of Ibadan; Prof. Ronald Benge, Head, Dept. of Library Science, Ahmadu Bello University; Michael Cooke, Visiting Lecturer, Dept. of Library Studies, Univ. of Ibadan (on loan from School of Librarianship, Wales.)



— PLATE XIII. Department of Library Studies, University of Ghana, 1973: S.I.A. Kotei and students outside the Department Office.



PLATE XIV. Department of Library Studies, University of Ghana, 1973. From right to left: Prof. Andre' Nitecki, Head of the Department, discusses the programme with a student outside the department office.

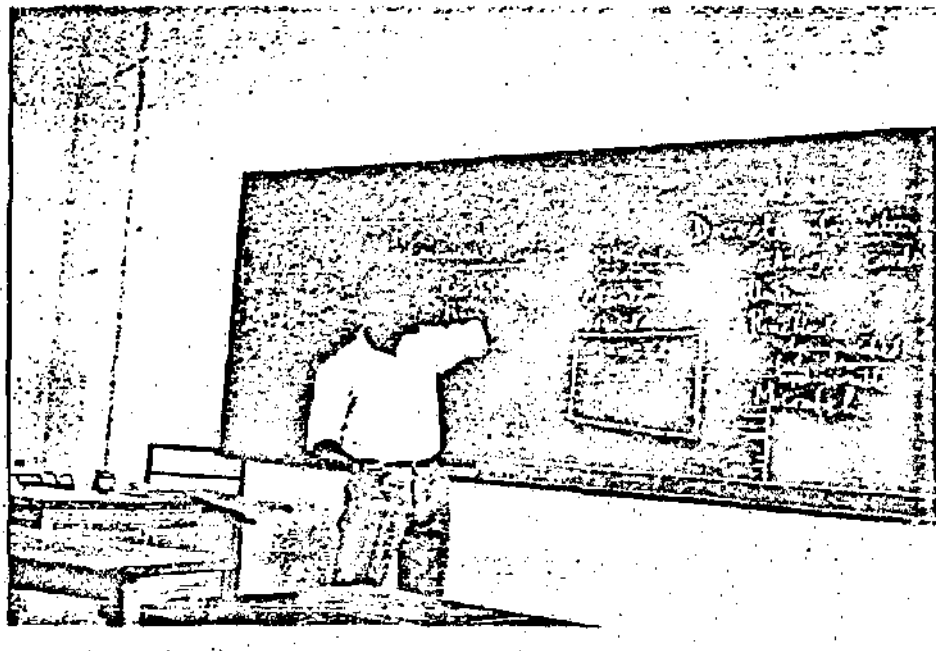


PLATE XV. Department of Library Studies, University of Ghana, 1973: Mr. D.K. Opare-Sem demonstrates a point in a lecture on storege, manipulation and retrieval of information.

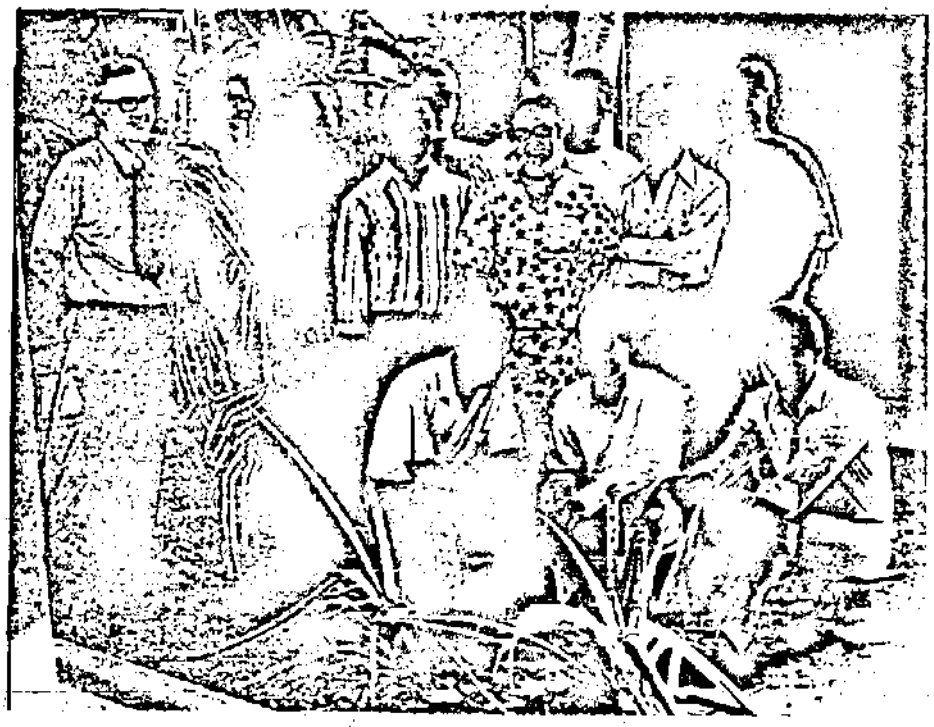


PLATE XVI. Department of Library Studies, University of Ghana, 1973: 1972/73 Certificate students and staff. From left to right: Martin Galvin, three students; the author, Prof. Andre Nitecki, Head of the Department, and David Cornelius, part-time lecturer.



"Photo Info-Senegal"

PLATE XVII. École de Bibliothécaires, Archivistes, et Documentalistes, Université de Dakar, 1973: Monsieur Amadou Bousso, Directeur.

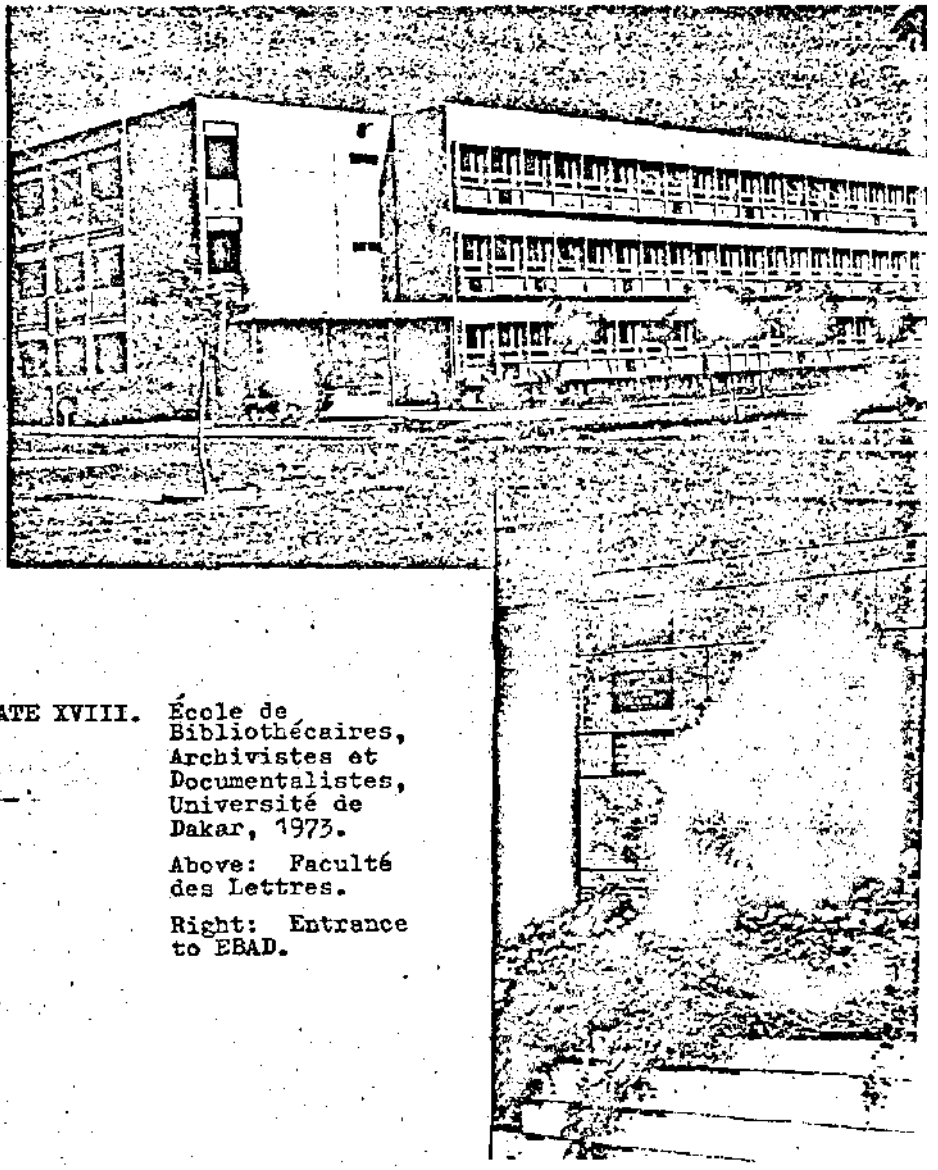
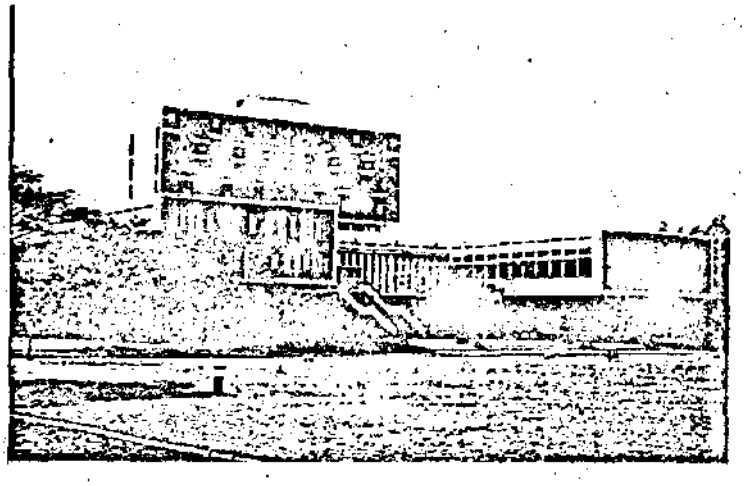


PLATE XVIII. École de Bibliothécaires, Archivistes et Documentalistes, Université de Dakar, 1973.

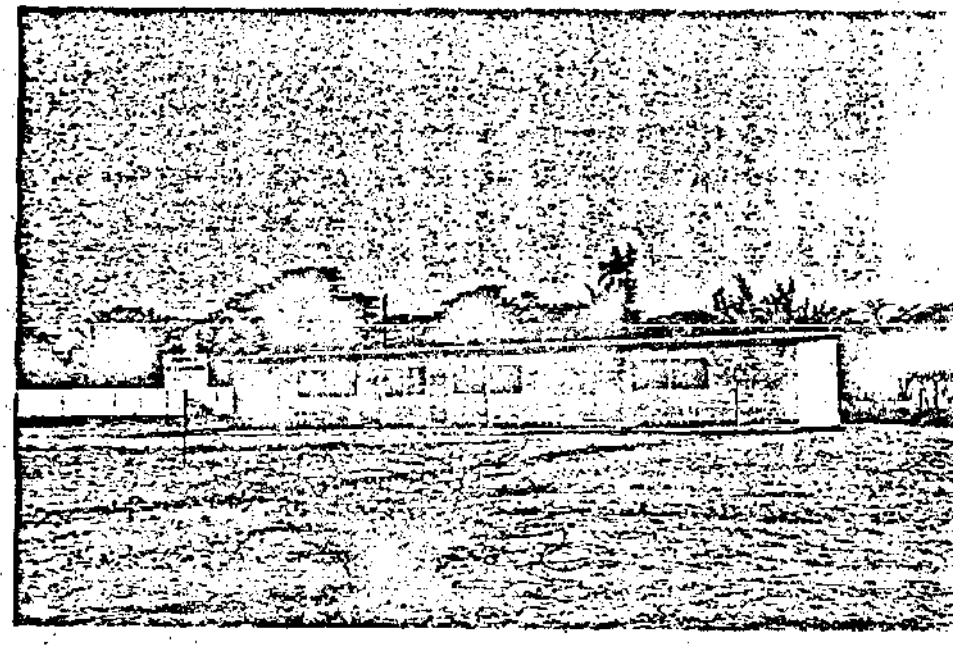
Above: Faculté des Lettres.

Right: Entrance to EBAD.

PLATE XIX. École de Bibliothécaires, Archivistes et Documentalistes, Université de Dakar, 1973.



Left:
The Library
University o
Dakar



Above: Office/Classroom Extension Block, École de Bibliothécaires, Archivistes et Documentalistes.

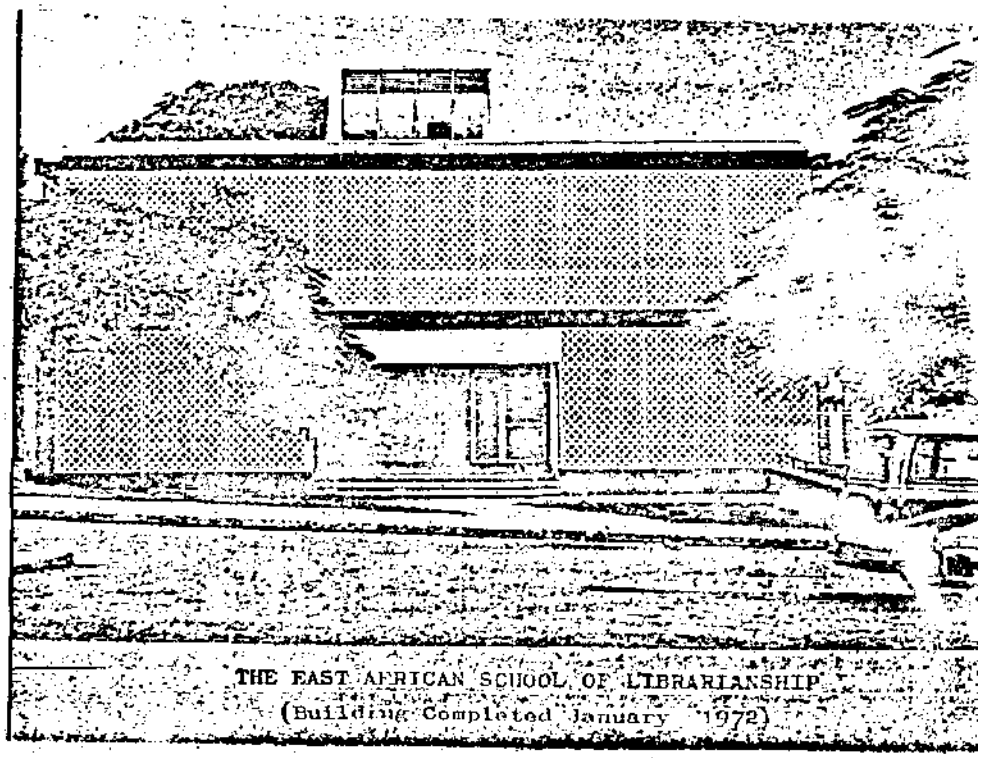


PLATE XX. East African School of Librarianship, Makerere University.

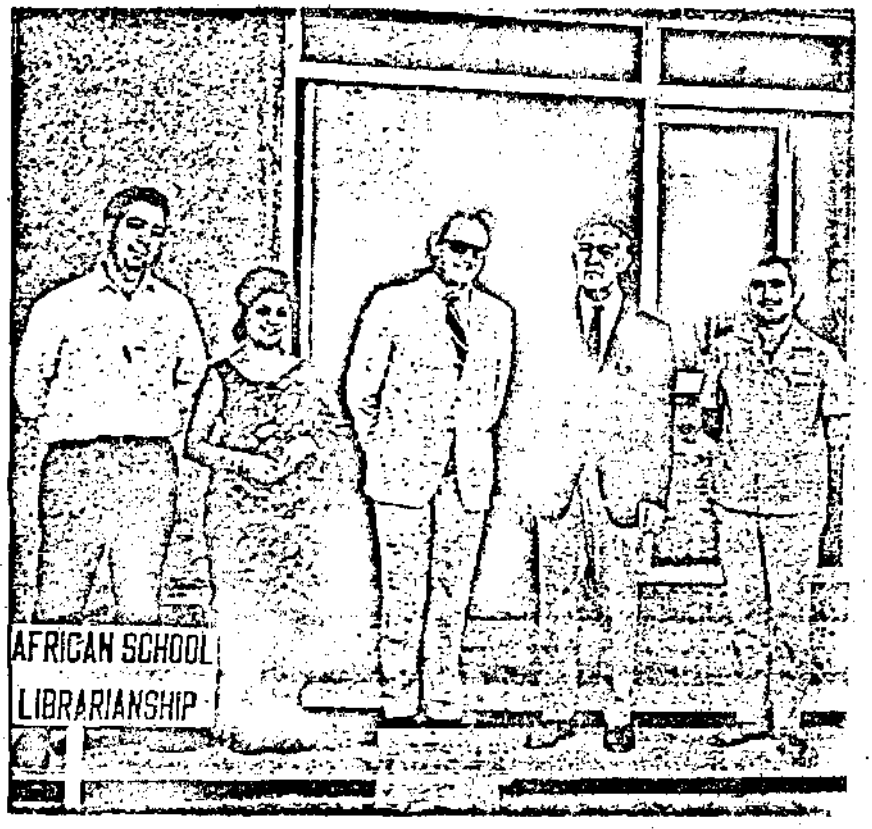


PLATE XXI. East African School of Librarianship, Makerere University. S. S. Saith (second from right), Unesco Director, 1968-1972; S.A.B. Abidi (far right), Ag. Director, 1972/73.

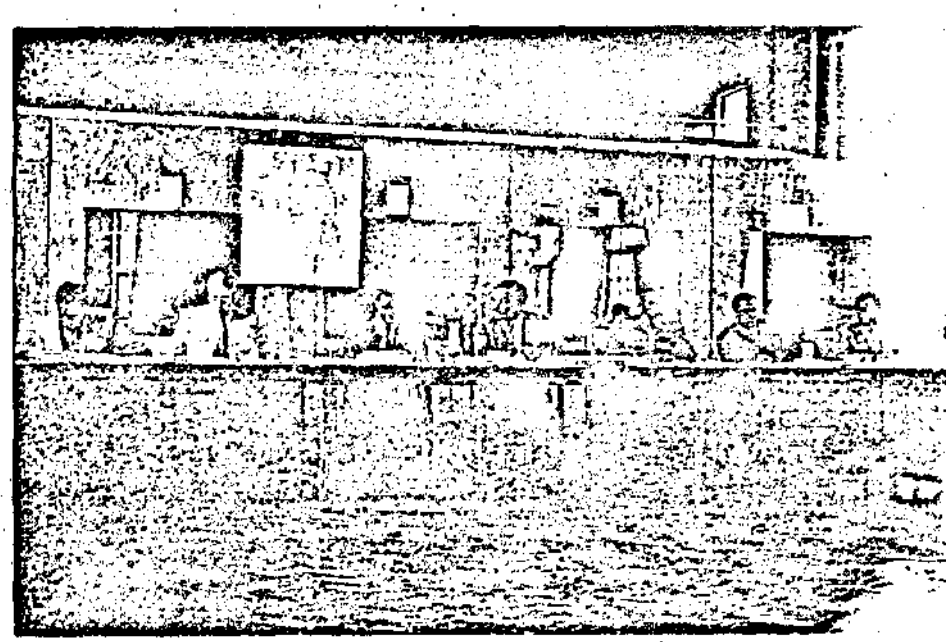


PLATE XXII. International Conference on Information Network in East Africa: Delegates discussing training for Documentalists in East Africa. Fourth from left, T.K. Lwanga (University Librarian, Makerere University), Chairman, Council on Library Training in East Africa; fifth from right, Francis O. Pala, (Director, Kenya National Library Services), Member, Council on Library Training in East Africa.

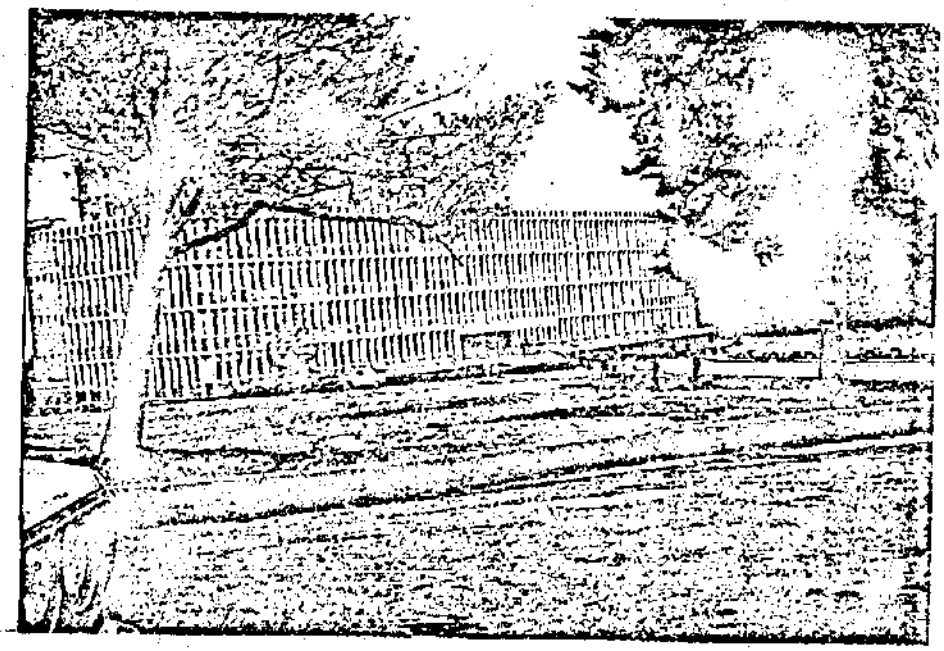
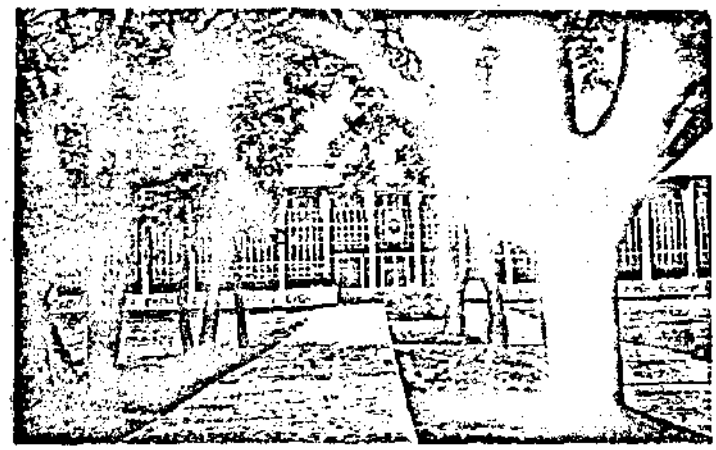


PLATE XXIII. Department of Library Science, Haile Sellassie I University, 1973: Faculty of Education Building containing the office and classrooms of the Department of Library Science.



Left: John F. Kennedy Library, Haile Sellassie University

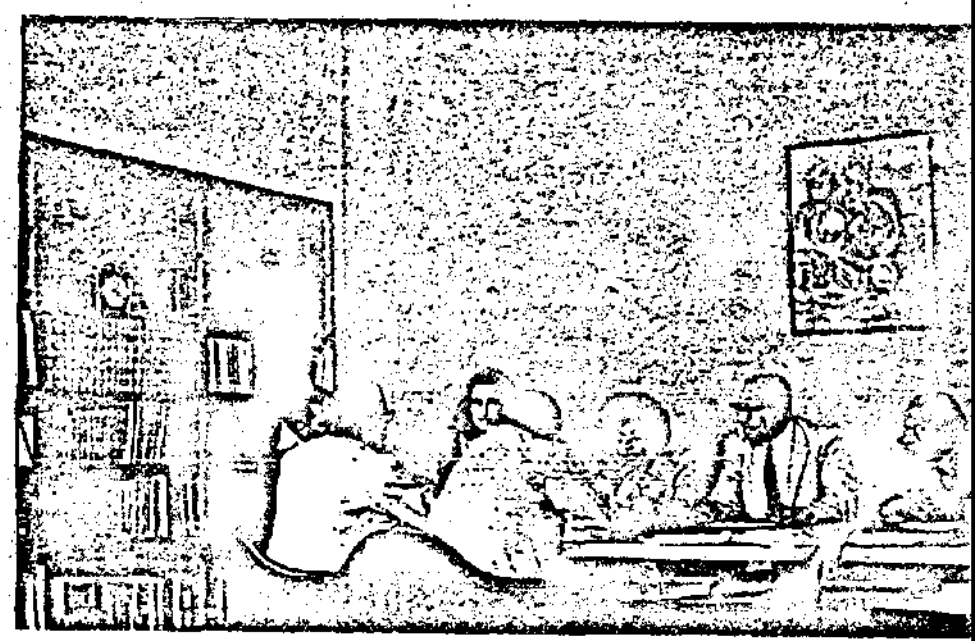


PLATE XXIV. Department of Library Science, Haile Sellassie I University, 1973: Staff meeting in the office of the University Librarian. Back row - right to left Ato Adhana; Ato Tesfaye Aldiga, Head of Department; Wosirit Ytateku; Mrs. Rita Pankhurst, University Librarian; Ato Taye Tadesse; Ato Kebreab Wolde Georgis; Dr. Metikou Curgay.



PLATE XXV. Department of Library Science, Haile Sellassie I University, 1973: Part-time lecturers, Ato Kebreab and Ato Adhana, plan the diploma programme in cataloguing.

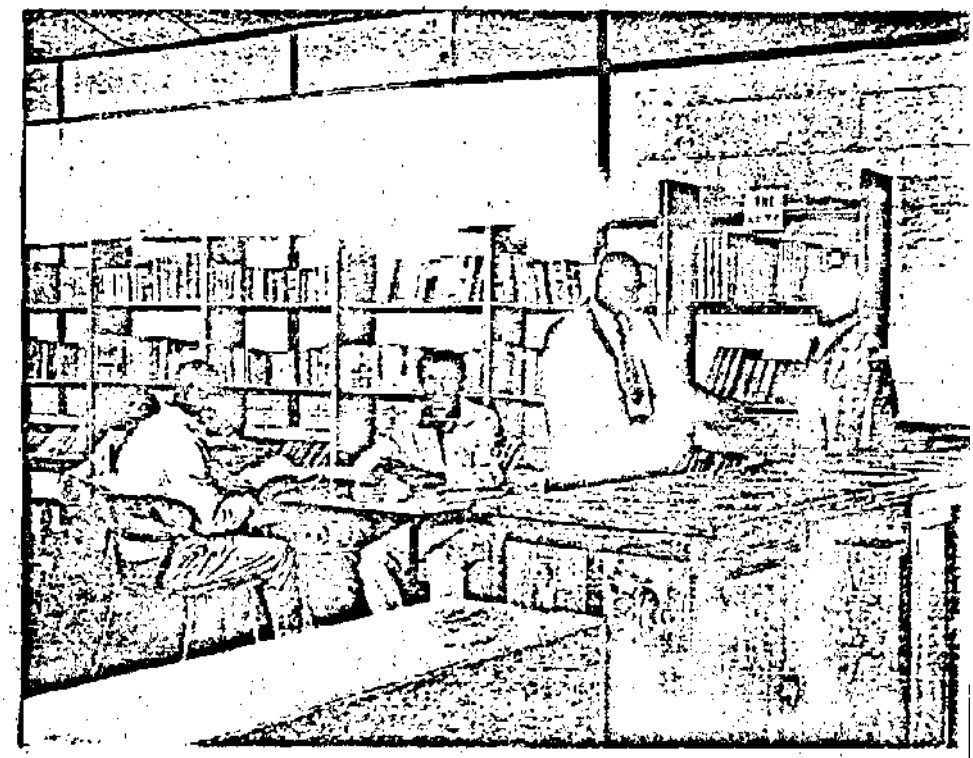
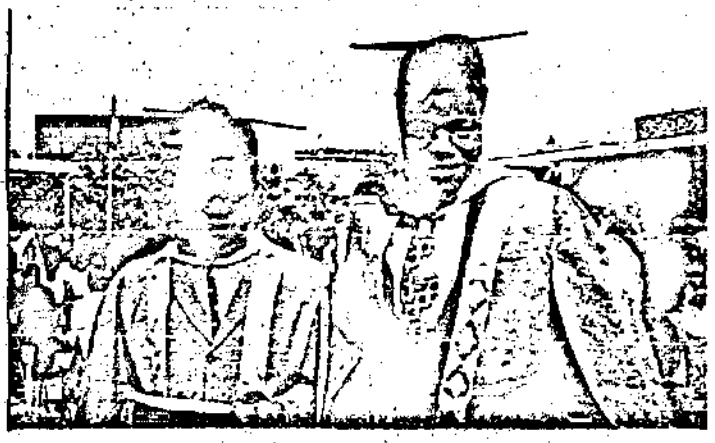


PLATE XXVI. Department of Library Science, Haile Sellassie I University, 1973: The Head of the Department, Ato Tesfaye Aldiga, (standing left) discusses progress in the Medhane Alem High School Library with its librarian, Ato Senni Dadi, a graduate of the diploma programme.

PLATE XXVII. Library Studies, University of Zambia: Graduation Ceremony, July 1973.



Left: The Chancellor, Dr. Kenneth Dav Kaunda, LL.D. (right) arrives with the Vice-Chancellor, Prof. L.K.H. Goma, B.Sc., M.A., D.T.A.



Above: Marcel C. Mulenga Bwalya (right) B.A. (with Library Studies) 1973; Hudwell Nwachalimba (left) B.A. (with Library Studies), 1972.

PLATE XXVIII. Library Studies, University of Zambia, 1973: University of Zambia Library, containing a classroom and the professional collection used by Library Studies.

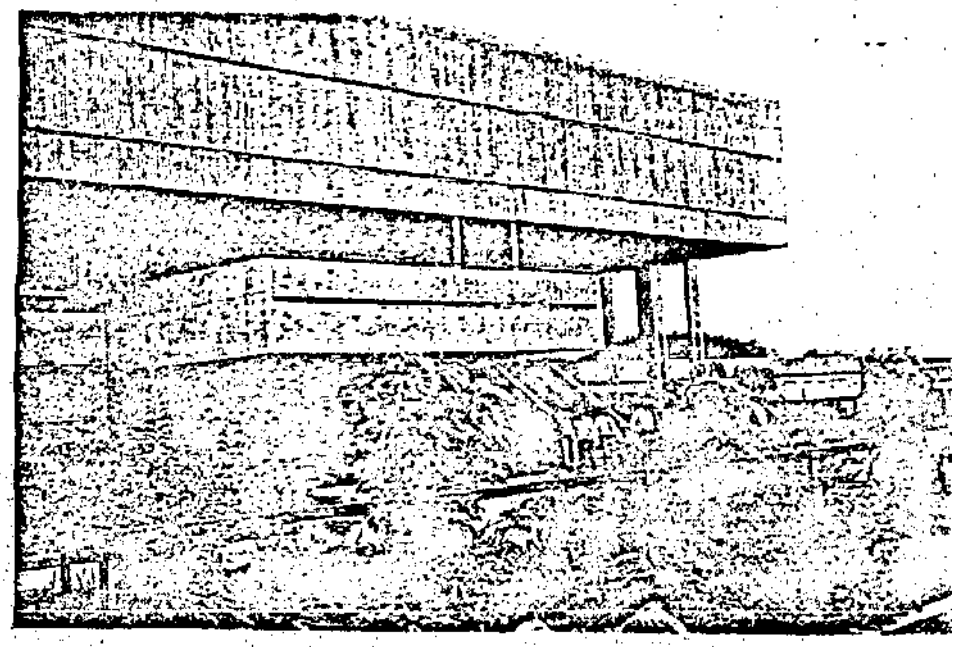
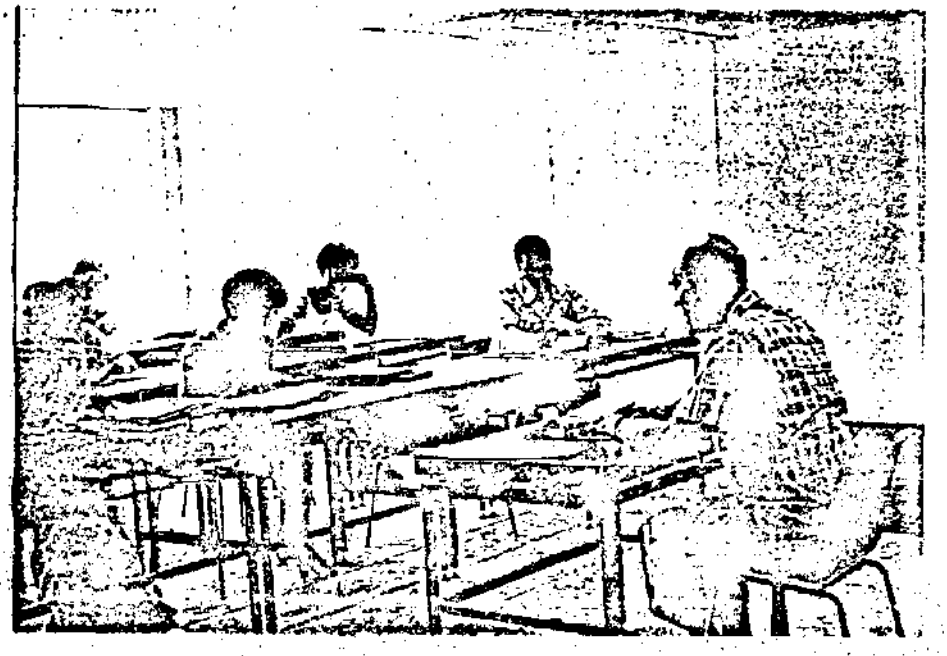


PLATE XXIX. Library Studies, University of Zambia, 1973.



Left: L.E. Mukwato, Director, Zambia Library Service; Member of Professional Board of Library Studie



Above: Roger Spillers lectures a degree class in Library Studies in the Library Studies Lecture Room, University Library.

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