A BOOK DEVELOPMENT PROJECT

IN NIGERIA

1964-1968

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Chief Stephen O. Awokoya, former Chief Federal Advisor in the Federal Ministry of Education and now director of Unesco's Office for the Applications of Science to Development, was a strong pillar of support during the program, and his successor, Mr. S.J. Cookey, has been generous with his time and creative in his counsel on the role books must play in Nigeria's educational development. Sam Fuhr and later Griffith Davis, as USAID contacts on the project, have devoted time and interest so far beyond the call of duty that we shall forever be in their debt.

Finally, we wish to recognize the splendid and, from our point of view, most timely study, Nigerian Human Resource Development and Utilization, prepared in 1968 by Education and World

Affairs for the USAID. It documents in thorough detail the need in Nigeria today for emphasis on quality of classroom instruction, on strong programs for training teachers, and on adequate supplies of appropriate instructional materials.

Alden H. Clark

Esther Jean Walls

15 June, 1968

CHAPTER ONE

INTRODUCTION

This is the report of a pioneer technical assistance project to encourage educational book publishing and promote book development in an English-speaking West African country. It was conducted between 1964 and 1968 in Nigeria by Franklin Book Programs under a grant from the Ford Foundation and with financial cooperation from the Government of Nigeria and the U.S. Agency for International Development under Project Agreement #620-15-690-723.

In May, 1967, a period of increasing political and inter-tribal tension culminated in a declaration of secession by the Eastern Region and in the tragic civil war which continues at this writing. As the nation went to war, development plans in all areas were interrupted, including, of course, those for expanding and improving education where books have such an important role to play. There is hope now, just one year later, that the end of hostilities may be in sight and that the momentum of economic and educational progress may be regained, though no one underestimates the slow, difficult process ahead of healing the nation's spirit and of constructing and adapting institutions in conformity with the new political organization of the country in twelve States.

For many reasons, Nigeria in 1964 was an inviting place

to mount a serious effort on behalf of educational books and book publishing, as it will be again when peace is won. It was the largest country in Africa in terms of population; even though two censuses taken during the life of the project dramatized the problems of achieving complete accuracy in counting people in West Africa, the figure of fifty-five million people has been generally accepted. The country was rich in material resources; during the period governed by this report engineers confirmed the existence of oil fields even more substantial than had been estimated originally, and the revenue-producing flow reached $100 million per annum, heading toward an estimated eventual $500 million.

Even more important perhaps than economic considerations were the human resources of the country. In the southern part of the country, the government and missions had for decades been operating networks of primary and secondary schools. Many outstanding students had won scholarships for post-secondary work overseas, mostly in Britain but increasingly in the United States and other English-speaking countries as well. More recently, the University of Ibadan, a Federal university, had established within Nigeria the highest international standards for university and professional education. Before Independence in 1960, the additional Federal university in Lagos and the Regional universities in Nsukka, Zaria, and Ife were operating as were five higher-level Technical colleges.

Advanced teacher training colleges were opened in each of the Regions to prepare secondary school teachers and tutors for the teacher training colleges. A very large program of building primary, secondary, and teacher training colleges was underway. To an exceptional degree Nigeria had the high-level cadre and basic structure with which to press forward its development on all fronts.

Finally, Nigerian leaders were committed to the expansion and improvement of the educational system as basic to the country's development. Beginning in the mid-1950's a veritable explosion occurred. Primary school enrollments in all classes of 381,000 in 1952 jumped to 394,000 in Class I alone in 1955. The 1960 Ashby Report, emphasizing the need for secondary and university graduates in order to enlarge the high-level cadre, resulted between 1960 and 1965 in enrollment increases of 19.6% at the secondary grammar level, 29.9% for Sixth Form, and 23.8% in the universities. More than one-fifth of the combined Federal and Regional budgets before the war were marked for education. From 1952 to 1962 total expenditures on education--public and private, capital and recurrent--increased from £9.7 million to £41.7 million (£1= $2.80), a compound growth rate of 15.7%, in contrast with which the GDP growth rate in the same period of 4-5% underlines the compelling priority assigned to education.

Against this background, books, torrents of books, books

of all kinds--texts at the various levels for schools, self-help books, cultural books, foreign and local--become essential tools in the educational and training effort to which Nigerian leaders assign such a large share of their financial resources. The first need, of course, is for the students already crowding classrooms--today. But a long-range need also demands recognition: local capability to produce books domestically for locally defined requirements. As stated in the 1963 Franklin report Books in West Africa: "At least in the school field the need is not for more or different foreign books but for development of books peculiarly adapted to Africa's real needs, with an African book industry the mechanism for meeting the need, and with developed industries continuing to play a part, though not an exclusive part, as allies, partners, or business associates.

Franklin Book Programs, a non-profit organization formed for the purpose of assisting books and publishing in developing countries, had preliminary conversations with Nigerian leaders in 1962, when Byron Buck visited the country and produced Books in East Africa and Nigeria. This was followed in 1962 by a study team composed of Datus C. Smith, Jr., formerly director of Princeton University Press and the founder and until recently the president of Franklin Book Programs; William E. Spaulding, then president of Houghton Mifflin Company, a past president of both the

American Book Publishers Council and the American Textbook Publishers Institute; and Simon Michael Bessie, president of Atheneum Publishers, formerly general editor of Harper and Brothers. Their report Books in West Africa met a warm response in Nigeria and was the genesis of the educational book development project described herein.

Application was made to the Ford Foundation, approved in early 1964, for funds to engage personnel and office space and to defray other expenses in order to mount the project for a three-year period, the period subsequently being extended into 1968. Simultaneously, other discussions were held with the USAID; these led in early 1964 to a project agreement between the Government of Nigeria and the U.S. Agency for International Development providing for cooperation by both in certain activities to be carried out by the private mechanism made possible by the Ford Foundation grant. The resulting Task Order, after various amendments, was extended to the end of FY 68.

The original plans and goals were a cheerful amalgam of Franklin experience in other developing countries on other continents and on-the-scene observation and consultation in Nigeria. Retained, for example, was the administrative modus operandi of wholly local staff and direction, with American visitors appearing only on a short-term consulting basis. Also retained was the pol-

icy of avoiding subsidy (of either individual books or individual enterprises) and refusal to consider becoming a publishing organization itself, in competition with both Nigerian and British firms. Experience in other countries and advice of Nigerian educators suggested that, while U.S. books in translation would probably not be very useful for vernacular language programs, the kinds of children's books and factual books that had met such success in the Franklin programs elsewhere would probably make a significant contribution nevertheless, both to Nigerian education and to the development of Nigerian publishing if adapted and published in English in Nigeria.

The specific activities envisaged from the outset, therefore (See "Scope of Work", Appendix A), were advice and encouragement to indigenous publishers and other institutions and agencies concerned with books; editorial development of manuscripts (to be published by, and at the risk of, Nigerian publishers and in close consultation with these publishers throughout the process)--some of these manuscripts to be original and some adaptations; liaison with educators and cultural and economic leaders, including formation of advisory committees to identify fields of study and titles most urgently needed by schools and to advise generally on the program as it developed; submission to educators of books, in categories requested by them, for consideration for possible adapta-

tion; organization of educational writers workshops and of informal writers groups; help in identifying participants for training programs in the U.S. in publishing and various aspects of publishing.

In accordance with the above, a number of manuscripts were generated or assisted during the project: by the end of the project thirty-five were published, seventeen were deemed ready for publication, and fifty-two were in various stages of completion (Appendix B); advisory committees were formed, two Federation-wide educational writers workshops were organized and five informal writers groups; seventeen participants were sent to the U.S. for training (Appendix C). These will be described in some detail, but a unique value of the whole project should be recognized at the outset--that these activities took place as part of the work of an indigenous organization working for the cause of books over a broad front. This locally staffed and based organization spent much time and energy on immediate and long-range matters which, as the project advanced, were clearly of fundamental importance to Nigerian book development; it launched various initiatives on behalf of Nigerian publishing, advanced, it is hoped, the day when they will succeed; it was called on by both government and private enterprise to consult on a host of book questions; having no commercial involvement itself, it was in a position to open channels among

agencies and groups concerned with books where more and better communication is vital.

What happened in the project will be described in the substance of this report, but it might be helpful to present for preliminary orientation a bare outline:

'Femi Oyewole was engaged in early 1964 as Franklin Director for Lagos and the West. He had been Assistant Advisor for Secondary Education in the Federal Ministry of Education, formerly Senior Lecturer in Chemistry at the Federal Emergency Science School, founder (with his twin brother) of the Abeokuta Post Secondary Evening Classes, author of the widely respected secondary school chemistry text. An office was opened in the Indian Trade Centre Building, 119 Broad Street, Lagos.

The inaugural meeting of the National Advisory Committee, under the Chairmanship of Dr. Eni Njoku, at that time Vice Chancellor of the University of Lagos, was held March 25, 1964.

John Iroaganachi was engaged as Director for the Eastern Region. He had been Education Officer in charge of the Audio-Visual Centre and Programme of the Ministry of Education, Enugu, before accepting the Franklin post. He did his undergraduate studies in history at London University, and post-graduate work at London and Indiana University. He had written verse and tales. An office was opened at 10 Zik Avenue, Enugu.

An Advisory Committee for Lagos and the West was formed under the chairmanship of Chief H.M.B. Somade, then Chief Advisor and Permanent Secretary of the Ministry of Education, Ibadan.

An Advisory Committee for the Eastern Region was formed under the chairmanship of Mr. N.O. Ejiogu, then Chief Inspector of the Ministry of Education, Enugu.

In the summer of 1964, Messrs. Oyewole and Iroaganachi came to London and New York for training, the Publishers Association graciously offering to be their hosts in London. They were joined for this program by the newly appointed Director for the Northern Region, Mr. Mustapha Zubairu. Mr. Zubairu came to Franklin from the Nigerian Foreign Service, where he was an officer in the Nigerian Mission to the United Nations. On his return to the Foreign Service in 1966, the post was filled by Mr. Saka Aleshinloye, assisted by Mr. James Audu, both of the Northern Nigerian Broadcasting Company. In the autumn of 1964, an office was opened at the Scout Headquarters, Kaduna.

A Northern Advisory Committee was formed under the chairmanship of Mallam Shuaibu Naibi, Ministry of Education, Kaduna.

Continuing contact with Nigerian publishers resulted in organization of the Nigerian Publishers Association as a forum to discuss mutual problems.

Participants who came to the U.S. for training included

five publishers, four editors, one graphic artist, two printers, four booksellers, and one Ministry of Education senior official, for visits ranging from three weeks to two years.

A procession of visitors to Nigeria was welcomed from abroad to survey the book situation and consider a variety of schemes including printing and distribution facilities and joint enterprises in publishing.

Writing clubs were organized in Lagos, Enugu, Kaduna, in the School of Education at the University of Ibadan, and the Federal Advanced Teacher Training College in Yaba.

Educational writers workshops were organized in cooperation with the British Book Development Council at the University of Ibadan in 1965 and the University of Nigeria in 1966.

Authors and publishers were advised and assisted in the editorial development of manuscripts. This was at the request of either author or publisher, with Franklin acting as intermediary. Manuscripts were of many kinds, from a three-year Igbo language text series for primary schools to stories for upper primary supplementary reading (Moonlight Play, by Victoria Iwuji, incidentally, published in May, 1966, by African Education Press, Lagos, was officially the first title published during the project).

A graphic arts expert was engaged in Nigeria to permit continuing consultation on illustration and design matters; visit-

ing experts from the U.S. conducted ad hoc training sessions on publishing management, book production, and editing.

On behalf of the Federal Ministry of Education, a Federation-wide Conference on the Preparation of Materials for New Literates was organized.

Consultations were held on book matters with Federal and Regional government officials, multilateral agencies, U.S. and foreign government officials, state organizations and corporations, missionary groups, universities, trade associations and other private organizations, and entrepreneurs from the private sector.

Following are examples of the wide range of proposals considered in these consultations: a procedure whereby Nigerian publishers might have access to modest amounts of loan capital; schemes to encourage library development in general and school library development in particular; efforts to persuade Nigerian publishers to combine in stronger units; bi-monthly meetings of Anglo-American agencies (USAID, USIA, Ford Foundation, Peace Corps, British Council, etc.) to discuss matters of common interest including books; contemplated new university presses and new commercial publishing enterprises; future government efforts to help more children have access to more books; private ideas for a school science journal, or persuading existing newspapers to include features formally correlated with formal education, or organization

of a National Book Week; cooperation with the National Library and the Nigerian Publishers Association on a first issue of Nigerian Books in Print; a long-range effort on the part of the Nigerian Publishers Association and the Nigerian Booksellers and Stationers Association to meet regularly to try to regularize trade practices; ideas to try to consider Nigerian book development in a wider context of West Africa or even English-speaking sub-Saharan Africa.

At the conclusion of the project, foundations had been laid for two steps of crucial importance to Nigerian book development. First, preliminary discussions had been held with the Federal Ministry of Education about the inclusion of books and libraries (both public and school) in any new Five-Year Development Plan; since the next couple of years may prove to be a period of intensive planning and since technical assistance and donor agencies generally will insist on limiting their activities to those areas specifically indicated in the final approved National Five-Year Development Plan, it is of key importance to cooperate--through studies, consultation, and in any way possible--with the Ministry of Education in formulating the book ingredient for a next Five-Year Plan.

Second, the idea of a possible National Book Development Council, a body composed of individuals from many fields of Nigerian life which could stimulate and coordinate activities of all

kinds contributing to book and library development, was received with interest as a basic recommendation of the Unesco Meeting of Experts on Book Production in Africa, held in Accra in February, 1968. Such a body could enlarge and extend many of the activities begun during the Franklin project and initiate a host of others. A proposal (Appendix D) is now under consideration by the States and will come up for discussion in due course by the Joint Consultative Committee.

CHAPTER TWO

THE EDUCATIONAL BACKGROUND

It would be a simple matter to assert boldly that books, like virtue and motherhood, are good and that the government in Nigeria should, therefore, move forward promptly with programs to see that school children have books. And this report will certainly reach no conclusion to the contrary. But, to think realistically about the development of educational books in Nigeria, it may be helpful to examine the educational system in the country, the difficult choices faced by authorities in spite of the very large allocation of financial resources already made to education, and aspects of the situation holding implications for book development.

The system is patterned basically on the British one, or, more accurately, on the British system of twenty or thirty years ago, though changes are occurring. With its series of examination hurdles--school-leaving at the end of primary, general certificate, or "O" level at the end of secondary, advanced certificate "A" level after Sixth Form, and then university--it doubtless did a good job of identifying and preparing the highest-level cadre needed as Nigeria approached and assumed independence. But it did not adequately serve other needs of the country, particularly for well-qualified teachers at all levels, for a vigorous entrepre-

neurial intermediate sector trained in modern approaches and methods, and for a rural and agricultural sector able to expand and improve agricultural production.

In 1965 there were 2,911,742 children in primary school, 48,963 in Junior Secondary (practically all of them in "Secondary Modern", a category of school that is disappearing), 171,894 in Senior Secondary (nearly three-quarters of whom were in the classical "Secondary Grammar" schools), 7,709 in university, and 8,508 in other post-secondary courses like Sixth Form. The country spent £41.7 million on its educational system in 1962, a sum that represents more than 20% of its combined Federal and Regional budget and 4% of the country's GDP.

The primary level, where financial and policy responsibility has traditionally lain with regional governments and local authorities rather than with the Federal Government, has required nearly half of this total expenditure and probably accounts for 75% of book consumption in the country.

The drop-out rate at the primary level is distressingly high; in 1965, for example, of 100 students who had entered primary school, only 37 finished, and 22 passed the school-leaving examination. In rural areas primary schools are regarded not as institutions to fortify and enrich rural life but rather as escape routes leading away from the farms and toward the cities, which

already are overcrowded with unemployed and underemployed youth.

The average primary school in Nigeria has fewer than 200 students. An ILO study in the West brought out that over half the schools have fewer than 100 pupils and 75% fewer than 140. In villages of fewer than 700 inhabitants, 93.8% of the teachers hold less than Grade II certification, and 84.9% of the children fail to complete primary school. Though class size on an average is reasonable, averaging 25-30 students, the smallest schools have the least prepared teachers, present the least adequate school facilities (including laboratories and libraries). Teachers often handle two or even three classes, and they lack adequate supplies of books.

In spite of major efforts to expand school facilities in the North, only about 11% of the North's primary school age children are actually in primary school, and it is considered doubtful that the Ashby Commission goal of enrolling 25% by 1970 can be met. In the southern part of the country, probably 50% of the primary school age children are in school. With expenditures for education pushed about to the limit, expressed as a share of all governmental expenditures, Nigerian officials must seek an agonizing balance between two demands each more imperative than the other--on the one hand, to expand the quantity and size of schools to permit more children to attend school longer; on the other hand,

to improve the quality of the educational experience of those children now being admitted under present conditions.

Traditionally, school fees of ₦6-₦8 per year per primary school child are charged, as well as the obligation imposed on each in much of the country to purchase his own school books. Unquestionably, this constitutes a grave hardship in many households, especially those which may have two or more children of school age; often, in fact, the fee imposes an insuperable barrier. The West, however, abolished fees in favor of universal free primary education in 1955. And before the war the Eastern Region, though it found it could not finance its goal of universal free primary education and had to reimpose fees for the upper years, maintained a system of free primary education for the first three years.

To the extent that new primary school programs are devised and implemented to orient the school system toward new and different employment-oriented goals, realistically defined in terms of Nigerian development, new and different books will be needed. If primary schools, for instance, are to become major instruments in a far-reaching rural transformation, seen by many experts as essential for the country's economic development, carefully designed new instructional materials will be necessities. If, in response to recommendations in such studies as the 1966 Ford Foundation-sponsored English Language Teaching in Nigeria, the desirability

of having children addicted to reading, hooked on books, is recognized and given high priority, they must have access to books of all kinds and in great quantities.

It is not difficult to conceive, for example, of a need at the upper primary level for an entirely new complex of instructional materials, including most particularly teacher guides and in-service training manuals for the teacher, specifically geared to the majority of students whose schooling will terminate at the end of primary school and who will in rural areas become farmers as well as simultaneously serving the needs of the minority of students who will continue to secondary school.

School enrollments at all levels have increased so explosively that they have outstripped the supply of qualified and competent teachers, but the problem seems particularly acute at the primary school level because of the sheer magnitude of the army of children involved--nearly 3 million in 1965. In 1965 two-thirds of Nigeria's primary school teachers held Grade III certification (two or three years post-primary) or less. While impressive in-service training programs have been organized and are in operation, a unique opportunity exists for development of new series of primary school texts, fortified by ambitious and deliberately prescriptive "Teachers editions" of these texts, to contribute to on-the-job training of primary school teachers.

At the secondary level, the private sector has traditionally borne the bulk of the expense of the secondary grammar schools. Since fees tend to be substantial, the financial barrier at this stage is formidable. Indeed, while 680,559 students came out of the primary schools in the single year 1965, only 56,155 came out of the secondary schools.

It is perhaps at this post-primary level where radical (and expensive) changes in program are most likely to occur--and again in the direction of devising programs that will keep open as long as possible the option, depending on the student's abilities and aptitudes, of terminating at the end of each level with the academic background necessary for certain kinds of specific job training or continuing to a higher academic level. The comprehensive school at Aiyetoro, a joint Western State-USAID project contracted to Harvard University, is an experiment in this direction. The IDA credit of £7.1 million from 1964, not yet wholly committed, is to be used to strengthen and then add facilities and programs at the secondary level with the major aim of preparing the 90% of secondary school students who do not continue to higher levels to move smoothly into a productive place in Nigerian life.

This ferment will affect teacher, technical, commercial, crafts education in ways beyond the powers of any crystal ball at this time. In general, however, it is reasonable to think that

gradual upgrading would take place along with the restructuring of program. Much as Grade III teacher certification has been phased out and Grade II certification gradually expanded and strengthened, so craft education may possibly be sloughed off, to be picked up by industry in apprenticeship and in-plant training, and technical education assisted in its steady forward and upward growth. The new Comparative Education Study and Adaptation Centre at the University of Lagos under the direction of Chief H.M.B. Somade can assist in giving impetus and direction to this ferment.

New books will clearly be needed to implement new programs. New programs, tending to place greater responsibility on the student to search sources and to discover for himself, require bigger and better school libraries as well as class texts and teacher guides.

University education has traditionally been the province of the Federal Government. The five universities in Nigeria and their post-graduate professional schools are part of the international community of scholarship, and no crystal ball is necessary to see their continued growth in size and importance in spite of some cloudiness on the subject of duplication of specialized facilities. Books from all over the world flow into their classrooms and libraries, the university library at Ibadan being a superb facility with over 150,000 volumes. It is gratifying to

see how useful cheap editions of standard university level works, put out by the English Language Book Society and by several U.S. publishers, have proved in Nigeria.

CHAPTER THREE

MANUSCRIPT DEVELOPMENT AND CURRICULUM DEVELOPMENT

When the Franklin project was launched in 1964, it was quickly realized that the first major obstacle faced by Nigerian publishers was their lack of manuscripts of serious interest to educators. They did not enjoy a long background of association and cooperation with the various ministries of education, except to some degree in the field of vernacular languages. The areas of book publishing they had traditionally occupied were cram books for examinations, cheap popular novels, inspirational pamphlets, and horoscopes.

There had been, however, a good deal of distinguished writing by Nigerians--Achebe, Ekwensi, Clark, Okigbo, Soyinka, and others. Nigerians had authored and co-authored first-class school books published by British firms, which firms competed vigorously with each other in the search for Nigerian writing talent, particularly for school books. In West Africa of April 28, 1968, "Matchet's Diary" contains this observation:

> A little over a year ago I wrote that Ulli Beier, a high priest of the Nigerian cultural scene, now in furthest Papua, had told me he was uncertain about the future of the publication he had founded in Ibadan, Black Orpheus. 'The magazine in its present form has done what it should do. Nine years ago no platform existed for African writers

> to get into print. Now, however,' he said, 'it is easy, almost too easy, to get published.

The problem from the point-of-view of the Nigerian publishers, therefore, seemed to be not so much the absence of good potential material as the publishers' lack of access to it and inexperience in developing books that could compete for the lucrative school market. Another factor was the hesitation of Nigerian authors to take seriously the publishing efforts of local firms and their inclination, for reasons of caution, tradition, and prestige, to deal with U.K. firms. So the Franklin project addressed itself to various steps to try to improve the situation.

A National Advisory Committee of Nigerians outstanding in various educational and cultural fields and representing all the Regions was named. Regional Committees were also formed for Lagos and the West, the North, the Mid-West, and the East (Appendix E). The interest evidenced by these boards from the outset was most gratifying, and, since they included the Chief Federal Advisor in Education, two Permanent Secretaries of Education, and two Chief Inspectors, all of whom were keenly interested in seeing local publishing prosper, the project could feel it had the support and the attention of those able to make particularly important contributions. In spite of growing tensions within the country, the National Committee met annually until 1966, the Regional Committees each about twice a year until 1967, the Committee for

Lagos and the West holding one meeting even in 1968.

Informal Writers Groups

A book does not necessarily have to be literally a classroom text in order to serve a vital educational function. If part of the goal of schooling is to foster the arts of reading, reflection, and individual inquiry, a mass of supplementary books of absorbing interest to children and youths is called for. As observed in Books in West Africa, this kind of material

> ...is the great unexplored source for African education, and incidentally for the economic support of African book industries. If, through the interest and variety of a wide range of possible reading material, some of it prescribed and more available for use according to individual tastes, the student can be led to exercise his newly acquired ability to read, the major resource of all education will have become engaged. Merely to teach students how to read, and then to lead them prescriptively through a series of textbooks will not accomplish true education. Only material that will challenge the student's interest and lead him, by his own desires, to progressively higher levels, will give final implementation to the desire of all African countries for an educated and informed citizenry.

Mrs. Jean Dupont Miller of the USAID, Lagos, volunteered to attempt to form a writers group in the belief that an informal club could uncover new talent and in the hope that it might produce some few works that would be of interest to schools as supplementary readers. For four years she met about monthly with her

groups of mothers, teachers, and professional women for an evening of work and sociability. Between meetings she read stories, wrote comments, and held individual conferences. Her dedication and intense personal interest in the group and its work were an inspiration to the writers themselves. She combined to an exceptional degree the personal qualities and professional abilities to make the effort a satisfying one for all concerned. The first book in the publication of which the Franklin program had a role, Miss Iwuji's Moonlight Play, put out by African Education Press, came from the group. Seven other works of the group are in varying stages of readiness for publication.

Late in the project additional groups were organized at the Government Teacher Training College in Surulere and the College of Education, University of Lagos, both led by Mrs. Mabel Segun. This kind of effort appears to be a promising one that deserves to be expanded if possible after stability returns. Through teacher training colleges and advanced teacher training colleges pass a great deal of the talent that will be competent to develop Nigeria's instructional materials in the years ahead. If writing clubs in each of these colleges can fire a few receptive, talented spirits, the cause of book development in the country will receive a strong assist. Mrs. Segun has found that ideas like "writers nights", or the dummying of an anthology of student

work, or airing student writing on radio and television result in lively motivation and some satisfying of every writer's desire for recognition.

Ghana's experience in this regard deserves mention: students in teacher training colleges attend various activity clubs of their individual choice weekly as part of the regular college program; one of these recognized clubs is for creative writing, as a result of which students have produced an impressive flow of stories, plays, and poems. The first anthology of this writing was recently published by the State Publishing Company in Accra. A persuasive case can be made for active involvement in the writing process--through voluntary writing clubs and school newspapers and whatever other strategems can be devised--as the most direct way of developing language skills and correcting difficulties that cause particular trouble in West Africa, such as, vocabulary, flexibility of sentence structure, and time sequence of verbs.

An informal group in Kaduna met from time to time with Mr. Atta--a group, incidentally, attended by David Owoyele, whose stories and articles are well known in the North. And, just before the outbreak of the war, Miss Elizabeth Showalter of the Ecumenical Leadership Training Centre in Enugu, started a writers club that met weekly.

The available lists of the various informal writers groups

is given in Appendix F--as well as observations by Mrs. Miller as leader of the Lagos group.

The Franklin project is grateful to Mrs. Mary-Joan Gerson, wife of a Peace Corps physician in Ibadan, for her initiative in organizing a pioneering joint Franklin-Peace Corps Writers Workshop in May, 1967, at the British Council Cultural Centre in Ibadan. It was a concentrated two-week session, with about fifteen interested Volunteers assisting with daily individual conferences and about an equal number of participants, all of whom were employed in the Ibadan area. If anything, it was perhaps too concentrated, demanding such a sustained high level of effort and performance that the less motivated dropped out. The hard core of seven or eight who remained, however, had a productive experience.

An original expectation of the project, supported by initial discussions and early meetings of the advisory boards, was that U.S. children's books of various kinds, if adapted and republished in Nigeria, could advance both publishing and education in the country. To Lagos, Enugu, and Kaduna, therefore, went duplicate shipments of about a thousand titles each, in scientific and informational categories suggested by Nigerian educators, to be studied and considered for possible adaptation. Franklin stood by poised to try to obtain rights to titles selected. Other discussions leading toward possible adaptation and republication were

initiated with permission of U.S. publishers in the fields of school journals and heavily illustrated series of general books.

The complete record must show that not one of the books was selected, that no discussions were pursued beyond their initial stages. This complete lack of results, which serves, incidentally, as a rather wry commentary on today's heated debates about the Stockholm Protocol, continues to be somewhat surprising. One reason, however, was that books of the type submitted were already so widely and so inexpensively available that, even though adaptation and republication in Nigeria of U.S. books might be effected with format changes at a somewhat lower price, the differential was not sufficient to open an exciting opportunity from a publisher's point of view. But the fundamental reason was that everyone connected with the project had a far more profound interest in seeing valid new material developed than existing material adapted.

Educational Writers Workshops

The First Educational Writers Workshop organized during the project was held at the University of Ibadan from April 20 to May 15, 1965, jointly sponsored by Franklin Book Programmes and the British Book Development Council. Its director was Professor Andrew Taylor of the Institute of Education, University of Ibadan, and Mr. Chapman Taylor, also of the Institute, assisted throughout.

Franklin provided two consultants, Dr. Milton Hopkins for science books and Mrs. Eunice Blake Bohanon for children's books; and the Book Development Council also provided two, Mr. F.C.A. McBain for social studies and Dr. J. Hemming for languages. The Institute of Education and University generously made available some of its staff to act as resource specialists. There were altogether twenty-eight participants from all the Regions and Lagos, coming by invitation on nomination of the Regions. They are all listed in Appendix G.

The plan of this First Workshop recognized the widely varying levels and subjects of the projects brought by the participants by emphasizing individual conferences with the consultants. While there was some group work on such topics as how to prepare clean copy and the book production process, the heart of the affair was the regularly scheduled individual conference each afternoon.

The Second Workshop was held the following spring, May 1-27, 1966, at the Continuing Education Centre of the University of Nigeria, Nsukka. Again, the Workshop was sponsored jointly by Franklin Book Programmes and the British Book Development Council. The director was Dr. A.B. Fafunwa of the Institute of Education. Continuity in staff from one workshop to the other was fortunately achieved by the acceptance of Dr. Hopkins and Mr. McBain of repeat performances as consultants. In addition, the British mathematician,

Mrs. E.M. Williams, and American children's book expert, Dr. Nancy Larrick, brought fresh insights on their first tours to these Workshops. Staff members of the Institute and University of Nigeria were available as expert consultants. There were forty participants from all the Regions, also listed in Appendix G.

Participants at the two Workshops received through both Franklin and the British Book Development Council donations for personal libraries of books useful for the craft of writing.

The Second Workshop was able to benefit from the experience of the First. Schedules for individual conferences were tightened up. Heavier demands in time and performance were placed on the participants. Perhaps the most fundamental improvement, however, was in the selection of the participants themselves. At this Second Workshop cooperation on all the procedural details with the various Regional Ministries of Education was smoother, and a serious effort was made to enforce the requirement that each participant have a reasonable writing project underway. The first year considerable time was expended on fumbling with the question, "What shall I write about?", and on false starts.

There was broad agreement from participants and consultants that the Workshops filled a real need. A third one, building on the two previous experiences, would no doubt have registered another improvement. And, indeed, there were plans for 1967: first,

to hold the Workshop at Ahmadu Bello University in Zaria; then, because of tensions in the country, to have three separate workshops in the major Regional capitals; and, finally, to put on a reduced one at the University of Lagos before the idea had to be abandoned altogether.

Some solid work and production came out of the Workshops, a large part of the projects listed in Appendix G having been generated or assisted during them. At the first workshop, one consultant judged that three of the five participants assigned to him on a tutorial basis were doing first-rate work; another, concerned particularly with creative writing, found two participants of eleven possessed of the kind of imagination and skill that genuinely stirs an editor.

It is to be hoped that the matter by now is dead and forgotten, but let the complete record show a misunderstanding appeared during the Second Workshop--that the participants were required or obligated to submit manuscripts to Franklin, for publication by Nigerians in Nigeria. This requirement would obviously have been both impossible and undesirable. Participants were clearly under obligation to no one for the fruits of their pens. Most, in fact, elected to turn to U.K. houses. When the smoke cleared away, the understanding was clear that the authors were free to discuss their manuscripts and writing plans with any organization or firm they

wished; and that one of their options was Franklin, which would attempt to cooperate in every way possible with the author and a Nigerian publisher to achieve a professional job of publication.

Development of Instructional Materials

Traditionally in developed countries educational publishers, through their rivalry to produce ever better and more successful classroom texts, have exercised strong leadership in the field of curriculum. Very often in the U.S. a bold new approach in a series of school books has won support from the teaching profession and in the end has determined a fresh, widely used course of study rather than followed one.

And today the educational publisher--in Nigeria as in the U.S.--continues to have a crucial role in developing new materials. In recent years in the U.S. his efforts have been massively supplemented by, and he has made significant contributions to, vast curriculum development projects financed with public or foundation funds on a scale no single publisher could manage by himself. He has sometimes been invited to submit a bid for the right to publish the materials when they are finally ready or, more often, encouraged to use them as a base and go on to revise, adapt, add his own cachet that he hopes will attract purchasers.

In Nigeria today there is also need for many and large

curriculum and materials development projects, beyond what private enterprise, British and Nigerian, can be reasonably expected to mount. They must grow out of research and be organized on a large enough scale to make a real impact on this enormous country and its twelve new State Ministries of Education. Indeed, the Federal Ministry of Education laid plans for a national conference on curriculum development in 1966, with invited participants from the U.K., U.S., and from industry; these plans unfortunately had to be laid aside, but it is to be hoped they will be revived after the war.

One finds now, to be sure, some curriculum development projects underway in Nigeria that have a materials component or potential. Among these are such USAID-sponsored projects as:

Work with the Advanced Teacher Training College in Ibadan, Olunloyo College (which has recently been fused with Adeyemi College at Ondo, where Unesco had a technical assistance project, all operations now being concentrated in the latter location), with Ohio University as the contractor. At Olunloyo the goal was to develop a course of studies and instructional materials in connection with which the Franklin project has been able to cooperate in effecting local Nigerian publication. Onibonoje Press has brought out Accounts for Schools and Colleges and Physical Education Activities. John West Publications has done Guide to Effective Study. Other manuscripts listed in Appendix B as completed or in various

stages of development have been prepared under this program. It is gratifying that the Accounts books, which have been longest on the market, have been commercial successes. The only source of real disappointment is that it was apparently not feasible to arrange for a Nigerian co-author in the case of each manuscript.

A Western Michigan State contract at Ibadan Technical College has developed notes and instructors guides in such fields as engineering drawing, woodwork, applied heat.

The Northern Nigerian Teacher Education Project, a contract with the University of Wisconsin, was charged to experiment with new techniques and teaching materials; from its work a number of manuscripts are being tested in four teacher training colleges in three States, including an adaptation of English 900 for Nigerian use, an adaptation of the teachers series of the Entebbe math program, a teachers book for the first year of general science, a book for tutors in teacher training colleges on principles and practices of education, and a methods book for geography and history.

A program at Kano Advanced Teacher Training College, another Ohio University contract, has prepared some materials as part of its responsibilities to develop an advanced teacher training program, a Grade II teachers college program, and an in-service program to qualify Grade III teachers for Grade II certification.

Among these materials have been correspondence courses in mathematics and English, tapes for radio, and the science syllabus that was adopted by the former Northern Regional Government. Although it is not yet operative, a small offset press will make it possible to duplicate their materials for wide circulation.

A Harvard contract to develop a pilot comprehensive high school in Aiyetoro, Western State, has prepared new materials, particularly in connection with the vocational aspects of the program. These materials are in agriculture, sketching for preliminary planning, industry-technical drawing, woodwork, metalwork, applied geometry. The program has completed the syllabus for a two-year course of study in science; it is experimenting with Chem-Study and preparing social studies curricula.

Unesco has a project working with the Zaria Advanced Teacher Training College, and, although there has been no special effort on curriculum and materials development, it will be an important source of talent for the future.

The Institutes of Education at the University of Lagos, Ibadan, Ife, and at Ahmadu Bello University--as well, it is to be expected, at the University of Nigeria in Nsukka after the war--may play a powerful role in curriculum development. In fact, the Institute at Ahmadu Bello is presently administering the Teachers In-Service Education Project (TISEP), which offers Grade III teachers

(about 1,700 of them at the present time) an opportunity to prepare for Grade II examinations by correspondence courses, supplemented by periodical classwork conducted by Peace Corps Volunteers in centers in each of the six States of the North. Material in mathematics and English developed in the Kano Advanced Teacher Training College, mentioned above, was adapted for use in TISEP. The Institute of Education at the University of Ibadan is doing some experimental work in programmed instruction and with the Initial Teaching Alphabet.

The Franklin project has proposed to government, in line with a basic recommendation of the Meeting of Experts on Book Production in Africa held in Accra in February, 1968 (Appendix H), the creation of a National Book Development Council, broadly representative of Nigerian educational, cultural, and economic life. Such a Council would undertake many kinds of activities to stimulate the utilization of books, including the writer and training programs that have been carried on by the Franklin project. It is understood that the proposal, now sent for consideration to the States, will come up for consideration at an early meeting of the Joint Consultative Committee. If established, it is possible that such a Council could include curriculum and materials development in its work.

The Ford Foundation in 1967 made a grant to support the

Comparative Education Study and Adaptation Center (CESAC), which is located within the College of Education at the University of Lagos (Appendix I) and has recently named Chief H.M.B. Somade, former Chief Advisor of the Western Region Ministry of Education, as Director. It will also serve as a documentation center for educational developments in other parts of the world that might have pertinence for Nigeria, will develop and test new approaches and techniques for education, and will have a lively interest in curriculum and materials development. It will not be concerned with the primary school level. The Aiyetoro School mentioned above will in a sense serve as a laboratory school for CESAC.

Mention should be made of two ambitious curriculum projects which, though including all of English-speaking sub-Saharan Africa in their province, have implications for Nigeria. They are administered by the Education Development Center of Newton, Massachusetts. Its African Mathematics Program, or "Entebbe Maths" as it is usually called, was initiated in Accra in 1961 and in Ibadan in 1962; Mrs. Grace Williams, of the Department of Education and Mathematics of the University of Lagos, is a member of the Steering Committee. This program has now prepared and tested texts and teachers manuals for Primary I through VI and a full set of secondary materials. Science Research Associates, Ltd., is publishing these materials in a commercial edition, and adaptations to local

conditions are going forward in various countries of Africa. Another large EDC project is the African Primary School Science Program. In various centers in Africa, of which the University of Nigeria in Nsukka was a major one, discrete teaching units ("Ask the Ant Lion", "Making Things Look Bigger", etc.) have been developed, some involving very inexpensive, locally made equipment for experiments. In Nigeria the present sharing of responsibilities for the science program among the various Institutes of Education is as follows: development at the University of Lagos, evaluation at the University of Ibadan, and teacher training at the University of Ife. EDC has had marked success in achieving genuine involvement and participation by Africans in developing its courses of study and instructional materials.

CREDO, a curriculum development center in many ways a British equivalent of EDC, will be active in the field and has in its initial stages a project in technology in secondary schools, to pay some attention to less academically gifted pupils and the societies of which they are members.

The West African Examinations Council (Appendix J), though not itself engaged in developing materials, exercises, nevertheless, a profound influence on curriculum because of its responsibilities for constructing the tests all students must face. As Chief H.M.B. Somade wrote:

> The Council has had to confine its activities to syllabus reviews although it has sponsored curriculum studies in special fields...It can be a very valuable instrument for transferring ideas rapidly to schools in the territories concerned. It is only through a true understanding of the work of the Council and its impressive contribution to curriculum development over the years that its role can be properly assessed.

Although the above programs and agencies are to be applauded, and it is to be hoped they will multiply, they dramatize the problems Nigeria poses in communication and coordination. Centers circulate progress reports, comparable projects exchange materials, Ministries of Education bestow official approval. But still, because of the enormous size of the country and wide differences of all kinds existing within it, each project in itself seems to touch a discouragingly limited number of people in a small area.

After the war, curriculum and materials will almost surely remain the responsibilities of each State, just as they used to be of the Regions in the past. There is an urgent need for the States in some fashion, perhaps with the help of the Federal Ministry of Education or the Joint Consultative Committee, to cooperate to broaden the impact of present and future projects in curriculum and materials development in the country. And, if this coordination could take place under the auspices of the Federal Ministry of Education or some appropriate agency, or agencies, like the proposed National Book Development Council, or CESAC, or the Insti-

tutes of Education, the idea could be considered of attaching experts in editing, design and illustration, proofreading, production management, sales and distribution. Such an approach would make possible training in publishing at the exact point where it is most needed from the point-of-view of the growth of publishing in the country, in the center of the whole process of developing new courses of study and new materials to teach them. Further, it would relieve educators of coping with technical matters in which they have no interest or competence, and it would create a useful link between the sources of educational innovation and the private commercial sector.

Instructional materials specialists in Nigeria have perhaps a unique opportunity to make a contribution to teacher training. Though books currently in use in primary school have "teachers manuals", these could be much more ambitious, prescriptive, generous with background and illustrative material. They could, if designed for the purpose, act as daily on-the-job "master teachers" assisting in every classroom.

CHAPTER FOUR

BOOK PUBLISHING

School books overwhelmingly dominate the book scene in Nigeria, probably accounting for 90% of all sales, and it is generally estimated that 75% of the book market is made up of books for primary schools.

The great bulk of the school books consumed in Nigeria is imported. This flow amounted to almost £2¼ million in 1965, an increase of about 70% over that of 1963 and nearly 1% of the country's total import. There was some diminution in 1966, undoubtedly caused in part by the internal tensions that led to the outbreak of war in 1967 but also reflecting the policy of British publishers to do as much of the actual printing of books as possible for the Nigerian market within the country itself. A rough estimate of the present book market in Nigeria, given peace and stability, would be £3 million, of which about 20% is printed locally. This compares with an estimate of Ronald Barker, Secretary of the (U.K.) Publishers Association, of £1½ to £2 million as sales of British publishers in Nigeria in 1964. Book publishing and book distribution are solidly rooted in the private sector in Nigeria, and there are some few book publishing enterprises founded, staffed, and financed by Nigerians. The Franklin project described

in this report has had as one important goal among others to give these Nigerian firms encouragement and assistance.

According to the Unesco Statistical Yearbook 1965, 262 titles were published in Nigeria in 1963, and 159 in 1964. In 1965, ECA figures indicate Nigeria imported printing and writing paper to a value of $3,591,000, an increase of about 50% over 1963, but again, this increased paper importation can probably be ascribed less to increased activity on the part of Nigerian publishers than to increased production in Nigeria on the part of British publishers.

Nigerian authors are protected by both the Berne and Universal Copyright Conventions (Appendix K). No Nigerian voice has been heard supporting the Stockholm Protocol that would weaken this protection to authors in developing as well as developed countries.

A 20% import duty on paper was removed in May, 1968, thereby correcting the inequitable situation whereby imported books, which are duty-free under the Florence Agreement to which Nigeria is also signatory, enjoyed a substantial cost advantage over books locally printed.

The Federal Ministry of Education has shown deep concern about school books, which will play an important part in post-war programs to improve and expand education. During the project

Franklin held preliminary discussions with the Federal Ministry about including specific provisions about books in any new Five-Year Development Plan formulated by the Ministry.

British Publishers

The major U.K. firms in educational publishing have long been solidly established in Nigeria and since Independence have been steadily Nigerianizing as well as enlarging their operations. This has involved setting up subsidiary companies in Nigeria and training Nigerians to take over responsibility from expatriate officers. Further, and just as fundamental from the point of view of Nigerian book development, this Nigerianizing process has intensified the search for Nigerian authors and efforts to assist them to produce publishable manuscripts.

For example, Oxford University Press has substantial operations in Ibadan, headed by the distinguished publisher and educator, Chief T. T. Solaru. In addition to acting as sales agent for the firm's imported books, he has his own publishing program and editorial and production facilities to match. Similarly, Longmans of Nigeria, Ltd., occupies impressive quarters in Ikeja, an industrial suburb of Lagos, with modern warehousing facilities. The director, Felix Iwerebon, has had a career many Americans would recognize as familiar--an apprenticeship of selling in the field and of training other representatives before

being pulled back into the home office to shoulder broader responsibilities. He estimates that roughly a third of the books sold by his firm in Nigeria have been written and published specifically for the Nigerian market.

Some major firms like Oxford, Longmans, Macmillan, Nelson, not only stock their own books for the Nigerian market but serve as stockists for other houses as well. Publishers that elect to negotiate an arrangement for service by an existing warehouse facility conduct their sales promotion themselves in their own way, and press their own search for local authors.

Although, as has been pointed out, the great bulk of book business in Nigeria is in school books, other kinds of publishing also deserve mention. The English Language Book Society "cheap editions" made available to university students scores of standard U.K. scientific and technical works in paperback format at a very small fraction of the normal sales price. Penguin editions are ubiquitous and cheap, a stunningly rich collection. And Heinemann's "African Writers Series," though of course continent-wide in scope, has rewarded many budding Nigerian authors with international recognition.

Although naturally self-interest was involved, the role of British firms in training Nigerian publishers and Nigerian experts in the various aspects of publishing, in finding and

assisting Nigerian authors, and generally in laying the foundations for a Nigerian book publishing industry cannot be exaggerated.

Direct assistance to Nigerian publishing firms by foreign houses has taken various forms. Just before hostilities broke out, for example, Evans Brothers was reported negotiating a plan for a new local book publishing enterprise in cooperating with the Eastern Nigeria Printing Company. Nelsons provided an editor to help train and launch the University of Ibadan Press, and organized as well a training program for the Nigerian editor in its London office. Evans is taking care of the publication of a couple of titles in cooperation with the University of Lagos.

But it is the joint enterprise that has attracted the most attention--and caused the most controversy. In 1967 the Gaskiya Northern Nigeria Publishing Company was formed, a partnership between the Gaskiya Corporation (51%), a state corporation set up under the former Northern Regional Government, and Macmillan of London (49%), which had previously set up similar arrangements with state or quasi-state agencies in Ghana, Uganda, Tanzania, and other African countries. Some view with alarm in this new development the hazards of monopoly state publishing, of stifling incentives of authors and of publishers to produce ever better books, of preparing the way for corruption and decay. Others view with enthusiasm the contributions that a large publishing company, rich in re-

sources and sophisticated in the ways of the African book trade, can make as a junior partner to an indigenous firm.

It must be realized that in Northern Nigeria, as in other African countries, the only practical, reasonable way whereby indigenous publishing can make any start is through a governmental or quasi-governmental organization or agency. Qualified entrepreneurs and the necessary resources simply do not yet exist in the private sector. The joint enterprise approach would appear in principle, therefore, to be a promising one.

Negotiations in various countries of Africa have naturally reflected the controversy that has surrounded the whole subject of joint publishing enterprises. Final agreements, therefore, have usually included provisions for majority African equity and control and carefully defined terms of a management contract for the foreign partner. Further, they have tended to set up a timetable and conditions whereby the African side could acquire the shares of the foreign partner. Finally, there is often not only disavowal of any intent to establish a monopoly but also expressed determination to create a climate where efforts of others to produce better books are welcome.

United States Publishers

This must be a short short story. Of total book import

in 1966 of nearly £2 million, only £125,000 came from the U.S.--a substantial increase, none the less, over the figure of £53,000 in 1963. Since fundamentally Nigerian book business means primary and secondary school texts, and since U.S. classroom texts have no relevance to the syllabi in Nigeria and the awesome examinations toward which Nigerian children are pointed, U.S. publishers as a group have never had the incentive to enter the Nigerian market seriously.

An exception is McGraw-Hill, which had a representative based in Lagos until mid-1967, when the situation in Nigeria became difficult. He covered all of West Africa, was particularly concerned with his firm's low-cost reprint editions, scientific and technical books, reference books, and audiovisual materials like film strips. Other exceptions are the reference book publishers, which have built up a respectable volume of sales in encyclopedias, and to a certain extent publishers of lowest cost popular paperbacks.

During the course of the Franklin project, a number of briefing discussions were held with publishers in the U.S. and several made exploratory trips to Nigeria. In each case the Franklin offices made themselves available and as helpful as possible in making contacts. Joint enterprises were discussed, and although no nuptials were celebrated it is hoped that some of the discussions will continue after the war. Since there is so clearly

a growing interest in the African market on the part of American publishers, it is reasonable to expect after the war some cautious sorties on the part of U.S. publishers, especially in distribution arrangements.

Nigerian Publishers

The Franklin project was particularly concerned with doing what it could to help Nigerian publishers strengthen their operations and to give encouragement and advice to any responsible Nigerians contemplating the establishment of a publishing firm. It should be emphasized again that as a matter of policy the project did not--and could not--subsidize either specific books or specific firms, and although it was sometimes urged to do so, it refused to assume an active role publishing books itself.

Rather, Franklin worked with the Nigerian publishers, attempting in various ways to assist individual publishers and the industry as a whole. One of the means was through the development of new manuscripts, Franklin serving as catalyst, link between author and publisher, and friend to both parties ready to assist in any way possible. In many cases author and publisher settled their working relationship directly. In others, Franklin signed a more or less standard form of agreement with the author pledging to use its best offices to try to find a suitable publisher in Nigeria; this was supplemented at the time or later by an agreement

between Franklin and a publisher whereby the publisher agreed to pay standard author's royalty to Franklin, for transmission to the author, plus an additional 2% to assure that the publisher built into his pricing of the book recognition of the real and inescapable costs of editorial development.

A word about some of the Nigerian-owned and -operated firms and those that are originally Nigeria-based:

African Universities Press, Lagos, started in Lagos about five years ago by Andre Deutsch with U.K. and Nigerian capital, the Deutsch equity shifting after two or three years to a consortium of U.K. houses. The managing director, in fact, is now based in London. It has had a publishing program of texts, school supplementary books, and general works of some 10-15 titles per year. Of the houses mentioned here, African Universities Press has achieved the highest level of professionalism in editing, design, and production. Some of their books have been manufactured locally, others in Hungary.

African Education Press, Lagos, was founded about three years ago by Dr. Babatunde Williams, U.S.-trained professor of economics at the University of Lagos. It is a combined publishing house and printing plant, the latter demanding so much time, energy, and capital, that both operations have been handicapped. Sales and promotion efforts for published books have suffered particularly.

His list of publications numbers about a dozen; for example--German Short Stories, A History of Lagos (in English and Yoruba), Political Trends in Nigeria 1962-1965, Edo (epic poem from Benin), Art for Nigerian Children (manuscript developed by a university team under contract to USAID), Intelligence Behavior of Nigerian Children, and Primary Book I of the Entebbe Math material. For the future, he is interested in expanding his book publishing program.

John West Publications, Lagos, has for its name the journalistic nom de plume used by the founder and director, Mr. Jakande. The firm started in 1964 by taking over the West African Annual, which had been started by U.K. interests in 1962. Since then, it has launched Schools Directory, another annual, and a publishing program of general books--Guide to Successful Study, Chief Awolowo's My Early Life, and The Trial of Awolowo. It expects to publish in the near future Basic Agriculture and Nigerian Food and Tradition, The Economics of West Africa, Arabic for Beginners, and for the long range intends expansion of both the annuals and his general program. The director's newspaper background stands him in good stead, his books showing an experienced hand and eye in matters of typography and layout, and his plans from the beginning including a sales organization with representation in four Nigerian centers, two on a part-time basis and two full-time. He

does not have his own printing and binding facilities.

Ibadan University Press, mentioned earlier as having received editorial and training assistance from Nelson, is about two years old. It consists of a small but well-equipped printing section under the direction of Mr. Funmilayo, and a book-publishing section headed by Mr. Udoeyop. The program of the publishing section is to bring out books of African scholarship, including particularly those produced by the University of Ibadan faculty but not excluding books at the Sixth Form level such as Soil Geology and Ecology now in preparation. Telecommunications in Nigeria is under active consideration. Under present circumstances and organization, three to four titles per year can be published but plans have been drawn up for a £100,000 expansion when the time comes that such ideas can be heard.

Onibonoje Press, Ibadan, directed by Gabriel Onibonoje, is the largest and most successful Nigerian book publisher. Formerly combining secondary school teaching with publishing, he reached the decision, in which his Franklin training program may have played a small part, to devote his full time, energy, and resources to books and book publishing. Though the emphasis is strong on "revision courses" (self-study cram books to help students get through examinations), he has brought out a wide range of books on social studies, education, history, and reading material in Yoruba for schools. Of

special relevance to this report, since Franklin had a hand in developing them, are Kadara Ati Egbon Re, Physical Education Activities, and three volumes of Accounts for Schools and Colleges. Mr. Onibonoje has steadily expanded his sales and distribution facilities. His biggest problem he has not yet faced squarely: hand setting battered type, printing sometimes two pages or four pages at a time on ancient presses, hand binding, using apprentice labor throughout, he achieves economies that are very substantial. Although he attains a quality of production that is astonishing under the circumstances, a tribute to his own abilities and management, the physical quality is still inadequate to compete for the long haul for the serious school market. Clearly he will have to choose sooner or later between purchasing quality services outside or making major investments in his own print shop. Although early in the Franklin project, when answers seemed so much clearer than they do now, it would have been easy to advise him to renounce printing entirely in favor of full concentration on publishing, it seems presumptuous to do so now; one has more confidence in his ability to arrive at the best realistic answer in Nigerian terms. Similarly, to compete over the long range for the serious school market, he will have to take steps to improve the editing of his manuscripts--subjecting them even more rigorously to vetting and criticisms of experts, to copy editing, and proofreading.

The Northern Nigeria Publishing Company, Zaria, has already been mentioned as a joint enterprise between the Gaskiya Corporation, a state enterprise under the former Northern Regional Government, and the Macmillan Company. Mr. Hare, the managing director who brings to the post thirteen years of previous experience in the area and an enviable mastery of the Hausa language, has been in the post for about a year. Some ten booklets, about half in English and half in Hausa, have appeared. The Company plans to expand its Hausa and English language programs, particularly in the direction of school texts, and will take over from the old Gaskiya Corporation old Northern Regional Literature Agency (NORLA) titles in Hausa and other languages of the North as they go out of stock, if their sales record justifies reprinting. The Company also acts as sales agent for Macmillan. Although printing is now entirely separate from publishing, the antecedents of the two firms are so intertwined, and they dominate the scene in the North so completely and in such complementary fashion that they are in effect interdependent partners.

In what was the Eastern Region before the war was located a very considerable amount of Nigeria's publishing activity. Practically all of the devastation and bloodshed of the war has been in this area. Franklin lost contact with its Enugu director, John Iroaganachi, in the summer of 1967, since which time there has not

been even indirect word of him. Nor is anything know about the publishers in the East with whom Franklin was working: Mr. Ogbalu of Varsity Press, Onitsha; Mr. Tabansi of Tabansi Publishing Company, Onitsha; Mr. Nwako of International Press, Aba; and Dr. Ibeziako of Nigercity Press, Enugu. It was reported, however, that Dr. Ibeziako brought out Insurance Law a month or two after hostilities started.

A particularly vigorous publisher of the Eastern Region was Mr. Etudo, of the Etudo Publishing Company, Onitsha. Like Mr. Onibonoje, he resolved to devote his full time and strength to publishing, a decision in which his training program in the States may have had some small part. But shortly after his return he was killed in an auto accident, to the great sorrow of those who knew him.

Onitsha was the birthplace of the chapbook, or "Onitsha Novel," a genuine indigenous literary genre. Its hallmarks are violent titles promising secrets of--and success in--love, a rambling, unedited tale of perfect innocence and purity, a very low price, and ubiquitousness. Nancy Schmidt in her study, An Anthropological Study of Nigerian Fiction, lists 89 writers published by 52 publishers, of which 22 were located in Onitsha alone.

No one can doubt the popularity of these works. And, as Robert Armstrong wrote in his Book Publishing in Nigeria, "It is

difficult to understand why this form and this method of distribution have not been exploited; surely some of the supplementary reading materials required for adult education--or indeed for any number of purposes--might very well appear in this form."

Before the outbreak of war the Franklin directors in Nigeria had been approached in Lagos, Ibadan, and Enugu by various individuals and groups for advice and assistance in connection with new publishing firms--either contemplated or in two or three instances already formed and registered. One of special interest was organized by Christopher Okigbo, brilliant young poet, man of letters, and former representative of Cambridge University Press, in collaboration with Chinua Achebe, one of Nigeria's and Africa's best known novelists (Things Fall Apart, Arrow of God, Man of the People, etc.); their firm, Citadel Press, Enugu, was indeed scheduled to publish several manuscripts developed during the project. Early in the war Okigbo's death was reported, a cruel blow to Nigerian letters and long-range book development.

But, withal, book publishing by Nigerian-owned and operated firms is barely in its infancy. They are not a serious force in their own market, the largest of them probably not exceeding a sales volume of $50,000 or $60,000. Although feelings of national pride and considerations of foreign exchange both encourage the growth of local publishing by and for Nigerians, serious obstacles

exist for these firms. The first and most basic is that, in contrast to countries that do not use an international language as the language of instruction, there is no book shortage, or at least shortage of available books. Mountains of books are poised and waiting in warehouses of foreign publishers, professionally prepared and many of them designed for Nigerian needs. And education officials, trained with these books themselves, tend to turn to them for reasons of practicality, habit, and respect, notwithstanding their desire to encourage local publishing.

Another serious impediment is shortage of capital. The Franklin project spent much time and energy groping for a solution to this problem without finding it. Commercial banks will not lend without collateral more solid in their view than a lot of unsold books. The desirable solution would surely lie in the normal channels of Nigerian commercial and financial life, so gradually a number of ideas involving special funds of one kind or another were discarded. The Nigerian Industrial Development Bank, the African Development Bank, the World Bank itself--all recognize the importance of African publishing industries in supporting education. The good offices of the Economic Commission for Africa will undoubtedly be available as the search for a solution continues. Finally, it is possible that credit schemes at the state level may come into existence with the reconstruction period, to encourage small business;

shortly before the outbreak of war a government small business development agency in the former Eastern Region looked like a promising source of loans for Eastern publishers.

Nigerian publishing enterprises are so small that it is extremely difficult for anyone of them to manage well all aspects of book publishing. The Franklin project spent considerable time encouraging conversations between firms about combining resources into stronger units. Eventually this will surely happen, to the benefit of the Nigerian publishing industry.

Finally, Nigerian publishers are handicapped by lack of experience, expertise, and confidence, underlining the need for training programs. For States-side training of publishers the Franklin project was able to arrange for programs for seven publishers in three separate six-week sessions: Mrs. Hilda Ogunbanjo of Sun Publishing Company, Lagos; Mr. Gabriel Onibonoje of Onibonoje Press, Ibadan; and, Mr. E. Etudo of Etudo Publishing Company, Onitsha, in the fall of 1964; Hon. F. C. Ogbalu of Varsity Press, Onitsha, and Mallam Anfani Joe of Gaskiya Corporation, Zaria, in the spring of 1965; and Dr. S. M. Ibeziako of Nigercity Press, Enugu, in the spring of 1966. Each program consisted of lectures by experts on various aspects of publishing, class work, study of texts and reports, and visits to publishing houses and book distribution facilities. Two of the above individuals are not today

active in publishing and, as stated before, Mr. Etudo most unfortunately lost his life shortly after his return to Nigeria; but Mr. Onibonoje and Mallam Anfani Joe both pay tribute to what they got from the program, and it is to be devoutly hoped that the participants from the former Eastern Region will be able to resume activities after the war.

Inspection trips by Franklin staff and one special tour by Mr. M. B. Hites, Executive Vice President of Row, Peterson, provided opportunities for consultatation with Nigerian publishers on their problems and a follow-up to training that had been carried on in the States. Conditions in Nigeria are so different from those in the States, however, that the area where foreign experts could probably make their greatest contribution to publisher-entrepreneurs is the business management of a publishing concern.

The Nigerian Publishers Association

The Franklin project was instrumental in bringing together the publishers of Nigeria to consider forming an organization that would serve as a forum for discussing mutual problems and that would give Nigerian publishing a louder voice both inside and outside Nigeria. The inaugural meeting of the Nigerian Publishers Association, held April 14, 1965, elected Chief T. T. Solaru of Oxford University Press, President; Felix Iwerebon of Longmans, Vice President; Gabriel Onibonoje of Onibonoje Press, Treasurer;

and, Franklin's 'Femi Oyewole, Secretary.

It is now an established organization with 23 members who represent all but a tiny fraction of book publication in the country. Mr. Higo of Heinemann at this writing is starting his second term as President. One of the first actions was passage of a resolution supporting free-enterprise publishing; this resolution, reproduced in Appendix L, was presented to the Federal Ministry of Education. It became a member of the International Publishers Association. In its various meetings it has addressed itself to such questions as: the Nigerian Selling Price, in consultation with the Nigerian Booksellers and Stationers Association; codes of conduct for school officials as well as publishers; exemptions from paper duty; exchange of information about credit of booksellers; fees charged at exhibits; royalties paid to authors. Mr. Higo's most recent report to the membership, given in Appendix L, presents an interesting summary of the various concerns to which the Association is currently addressing itself.

An Association project that engaged Franklin's special enthusiasm and cooperation has been the issuance of a first Nigerian Books in Print. This would be an invaluable reference and assistance to the book trade within Nigeria and a powerful sales instrument to win sales and recognition of Nigerian books outside the country. The National Library agreed to collect the data and

the manuscript has been prepared, a listing of about 800 titles.

Editors

The weakest link in Nigerian publishing is the editorial function, where responsibility has to reach toward international standards of content, organization, and presentation in publications. This is also the link that is the most difficult to strengthen, since the post of editor requires the same qualifications that are in wide demand by both government and industry and Nigerian publishing does not yet have the financial strength to compete for scarce high-level talent. A successful editor of educational books in Nigeria should at the minimum be a qualified secondary school teacher, with broad and successful teaching experience, an unusual command of the English language, and the ability to organize and expound clearly. Further, before he can function with real effectiveness, he should have experience, at first working with other editors. Finally, he has to be a diplomat, able to smooth the feathers of temperamental authors and secure their respect and cooperation. Nigerian publishing cannot reach the "take-off" stage until qualified Nigerian editors are leading the way.

The Franklin project made a small start by bringing four Nigerians to the States for six-month training programs, beginning in the fall of 1965--Mrs. Mabel Segun, who was a secondary school

teacher in the West; Mr. Dapo Onabolu, a secondary school teacher in Lagos; Mr. P. U. Nkwocha, a secondary school teacher in Eastern Nigeria; and, Mallam Garba Gusau, editor at the Gaskiya Corporation in Zaria. All spent three weeks in an orientation program in New York with Mr. Kirk, Franklin consultant, and then went their separate ways. Mrs. Segun spent three months in in-house training for primary school books at Silver, Burdett, followed by three months on the editing of children's books at Harper & Row. Mr. Onabolu spent the entire period in textbook work, primary and secondary, with Scott, Foresman, in Chicago. Mr. Nkwocha and Mr. Gusau spent part of their time attending courses at New York University and part in publishing house training, Mr. Nkwocha at Webster Division of McGraw-Hill, in St. Louis, and Mr. Gusau at Harcourt, Brace.

Mr. Gusau is serving full-time as a book editor at the Gaskiya Corporation in Zaria, responsible for editorial work on publications in the Hausa language. Mr. Segun has assisted Franklin with editorial work on a part-time basis and is now acting in a quasi-editorial capacity with the Schools Broadcast Section of the Lagos Ministry of Education. Mr. Onabolu is now a teacher of mathematics and author of a mathematics book. Contact has been lost with Mr. Nkwocha in the East.

The circle is vicious: publishers cannot engage qualified editors until their business justifies the expense, and they cannot

build up their business to the necessary level without expert editing. To break out of this circle will take time. But as the industry evolves and acquires more strength, it will gradually attract more people with editorial talent who, with training and experience, can do the job. These potential editors can be found today.

Besides the individuals named above who have made a start in the Franklin program, others are on the way working with U.K. firms; broadcasting, advertising, newspapers, journals, and periodicals (the National Library lists over 500 serials published in Nigeria) provide a further talent pool. The new Institute of Mass Communications (Appendix M) at the University of Lagos can be an invaluable source of skilled editors.

But first must come the realization by existing Nigerian publishers that, though expensive, the editorial function is the key to success and riches. Or one may see the entry of new publisher-entrepreneurs oriented from the outset toward editorial development of a serious educational publishing program. In any event, long-term editorial training programs overseas at an advanced level, preferably of at least a year's duration, will become increasingly essential as the industry develops.

Printing and Graphic Design

Nigeria is no exception to the surprising paradox that in

developing countries the aspect of publishing requiring the largest investment and the greatest amount of technical expertise and training--printing--is the one first to become established. As a rough estimate, some 6 million books are printed now in the country, about 20% of Nigeria's book consumption.

One major plant in the South is Caxton Press, in Ibadan, a joint enterprise between the British firm of W. H. Clowes and the former Western Regional Government. It hums from 6:30 a.m. to 10:00 p.m., a complete plant with composition and binding facilities and with offset as well as letterpress. The bulk of its work being printing of school books for U.K. publishers, usually by offset from films provided by the publisher, it does the composition for only about a third of its output.

Another plant is Academy Press, an undertaking of an American, Dick Gamble. Academy has installed a large web offset press, prints Drum Magazine for the West African market, and is well equipped, when the press is free, to print school books. Though the nature of his plant is such that it can most advantageously do large runs, Mr. Gamble believes prices are competitive with overseas printing in runs as small as 8,000-10,000. The plant does not have composition facilities.

And there are many other substantial printing plants: the Church Missionary Society (CMS), in Lagos; the National Press,

government-owned, likewise in Lagos; Pacific Press, Lagos; Tinka Tore, Lagos; Abiodun, in Ibadan; Gaskiya, in Zaria, now being refurbished and revitalized after a long decline; and a modern plant in Kaduna printing the daily newspaper in the North, The New Nigerian (the best printed newspaper on any continent) which has ideas of undertaking book work on its large web offset press in addition to newspapers; and, in the former Eastern Region, there were the Eastern Nigeria Printing Company, in Enugu, and International Press, in Aba, as well as a CMS plant in Port Harcourt that was modernized and enlarged just before the war.

And finally there are hundreds, perhaps thousands, of small print shops, some of which can and do undertake books, although quality is poor.

In January-February, 1965, Gregory Smith, formerly Comptroller of Silver, Burdett, visited Nigeria for three weeks of consultation and workshops on graphic art and book production. Some comments on printing from his report:

> Of the presses I was able to survey, 73% were letterpress, 27% offset. The 4-pagers are almost all Heidelberg platen presses and the larger ones flat bed cylinder presses, all electrically powered...While letterpress printing is greatly prevalent, when new equipment is considered for purchase, offset seems to have the edge. Almost all the letterpress printing is done from type, and the usual practice is to throw in the type when the book is printed, then re-set if it is to be reprinted...Most printers have the barely

> essential machinery for saddle wire, side wire, or in some cases Smyth-sewn books with paper covers stapled to the saddle wired books, and glued to the others...The average printer can handle line and half-tone printing with fair results; by fair I mean half-tone just slightly short of the standards of the work the British are selling in the Nigerian schools. As to color work, the average printer is not up to it.

There appeared to be no acute shortage of printing capacity for present and immediately foreseeable needs when the Franklin project started in 1964, and capacity has increased very considerably since then. Composition, plate making, and case-binding facilities are in short supply now. But it seems reasonable to expect that capacity will continue to increase naturally and of its own momentum in the private sector as book consumption continues to grow, as local industry strives for better quality, and as foreign firms try to shift to Nigeria more and yet more of their printing for Nigerian needs.

The great problem is shortage of qualified technical personnel. The only formal printing school in the country is Yaba Technical College, which is small and operates under the handicaps of lack of offset equipment and academic location outside the main stream of commerce and publishing.

A traditional pattern for training printers has been apprenticeship--usually for a five-year period beginning at the

age of twelve, in one of the very small shops in the country with a few pieces of old equipment, and with the apprentice paying a fee. Although this system cannot train technicians ready to move into a large, modern plant, it nevertheless does provide a steady flow of trainable youths. All the large firms above organize their own in-plant training programs for their own needs, and some send their key personnel outside for advanced training. Caxton, for instance, has sent three to Britain in recent years.

The Franklin project became involved in training of printers in the case of Mr. J. A. Olajide of the Government Printing Press in Western Nigeria, who spent two years, 1965 and 1966, in the States; and Mallam Adamu Lemu of Gaskiya Corporation, Zaria, who was in New York in 1965. Both spent a year at the Manhattan School of Printing in such formal studies as maintenance of printing equipment, photographic equipment, plate making, and press and binding equipment; Mr. Olajide then spent an additional year in printing management at the Rochester Institute of Technology. It should be emphasized that this training was at an advanced level after considerable experience and meritorious performance in Nigeria. Although minimum standards for apprentice training are needed, it would seem most efficient and productive, in view of the many facilities that are already operating in the country, to keep printing training in the country except for the

most advanced and specialized kind of work. The printing department of the Yaba College of Technology could usefully tailor a program to bridge the gap between apprentice training and on-the-job training in a modern Nigerian plant. And it would be beneficial if private industry were indeed, through tax credit or other schemes, to mount in-plant training programs for needs beyond their own private ones; the apprentice who receives further training in a modern plant will be an asset to the printing industry in the country even if--or perhaps especially if--he later takes a place in the teeming world of small Nigerian print shops.

Nigeria has many talented artists competent to do book illustration work, though fees may run somewhat higher than for work of comparable quality in the U.K. Most of this talent has been trained by Eric Taylor, Lecturer in Graphic Art in the Department of Fine Art at Ahmadu Bello University, Zaria. His imminent departure from Nigeria will be a sharp loss to book development in the country. With him 30-40 gifted students have had the fundamentals of illustration and design. They are scattered all over Nigeria, but he has kept in touch with them and assisted them, bridging the gap between the classroom and independent work on a real assignment.

Shortly before the war one of Mr. Taylor's students, Vincent Amaefuna, opened a Graphic Arts program at the University

of Nigeria, Nsukka.

During the Franklin project, an arrangement was made with Mr. Taylor for part of his time as a consultant to publishers and to artists and illustrators working on books. He made four trips--to Ibadan, Lagos, Enugu in each instance--and mounted an impressive display and program for participants at Educational Writers Workshops at the University of Ibadan in 1965, and at the University of Nigeria in 1966.

Also, as part of the project, the distinguished artist Tayo Aiyegbusi came to the States for almost four months--taking courses at New York University in estimating, job analysis, book production; spending two weeks at the Paul Bacon Studios and three in on-the-job training in book production techniques at Turck and Reinfeld, New York; and attending a seminar on printing processes in Racine, Wisconsin, at the Western Printing and Lithographic plant. He is enormously talented in many directions and pursues them all with enthusiasm and vigor. Some of his friends and admirers urge him to drop some of his activities in order to concentrate on his art, design, and publishing talents. If he does, he will make exciting contributions to Nigerian book development.

Overseas training in graphic art seems justifiable at the most advanced levels, as in the case of Mr. Aiyegbusi. The clearest

need, however, is for on-the-job guidance and assistance in Nigeria for the graduates who have the talent and the academic foundations.

Distribution

There must be thousands of booksellers in Nigeria. All one needs to do is take a stroll in Ibadan, say, in the vicinity of a secondary school (or the CMS Bookstore, which seems to serve as a lure attracting competition) past scores of book shops and book stalls. In rural areas, however, the situation is quite different. The Western State Secretary of the Nigerian Union of Teachers pointed out, for instance, that only ten of twenty-eight villages he planned to visit during a six-week trip had a bookseller. A spokesman for the World Council of the Teaching Profession, incidentally, at the Accra Meeting of Experts on Book Production in Africa in February, 1968, suggested that teachers themselves through their organizations might play an important role in book distribution, especially in rural areas.

But in spite of the lament about the inadequacy of book distribution in Nigeria, an observer can only be struck by the vigor of commercial life in the country. Nigeria has a long tradition of trading. Goods that are genuinely desired and marketable will, one has complete confidence, somehow reach the customer who is ready to pay for them. Kola nuts (grown mainly in one section of Western State), textiles, cigarettes, Peak Milk, Coca Cola--

these and every other commodity imaginable for which demand exists can be found in the most remote village. When the basic conditions are present of literacy, appropriate materials, and desire to read, there is reason to believe Nigeria's complex and highly organized market mechanism will serve well in any post-war programs to stimulate book distribution in the country.

For primary school books, representing the bulk of the business in the country, matters of selection and purchase are today widely under study in view of the shift on 1 April, 1968, from five Regional Governments to twelve State Governments:

Lagos State, for example, may continue the practice of Lagos City Council of purchasing books, on tenders from booksellers, for free presentation to children.

In the Western State, a high-level commission has just recommended that children should continue to purchase their own books, as they did in the former Western Region, designated by their schools from a relatively limited list approved by the Ministry of Education. The same commission proposed as an innovation, however, that the Ministry purchase books centrally, in bulk, selling them and passing on anticipated savings to the schools which would in turn sell them and pass on anticipated savings to the children.

In the North, where the former Region has been divided into

six States, local responsibility for schools has been gradually shifting from the Native Authorities to about seventy new Local Education Authorities. These LEA's, broadly representing educational interests including government and voluntary agencies, purchase school books for free presentation to the children in the primary schools in its area, but do so at the present time with little uniformity in procedures. In 1967 an agreement lapsed between the former Northern Regional Government and a single book dealer, providing for certain services in connection with secondary school books and from this spilling over in the area of primary school books. Now, therefore, the enormous area and population (35 million) of the six Northern states is open to all book dealers to solicit business from or submit bids to the LEA's as the latter may require.

At the secondary and teacher training college level, students pay for their own books either directly by purchasing them at bookshops or indirectly through school fees, in which latter case the school purchases the books from dealers and supplies them to the students. And at the university level, students purchase their books, scholarship students receiving a generous book allowance.

Imported general books are sold mainly through the university book shops, the CMS and SIM outlets, and a handful of other

book shops. But there is a demonstrated market for popular reading material. The chapbooks or Onitsha novels have already been mentioned. Surely the long-range future is auspicious when it is realized that Drum Magazine is reported to have a circulation of over 50,000 copies monthly; that the Readers Digest Read, a monthly of material specially selected and edited (using limited vocabulary) for Nigeria had a circulation of 25,000 before it was regrettably discontinued; that pamphlets in vernacular languages are widely displayed for sale all over Nigeria; that a new magazine-format undertaking by Dick Gamble--an issue consisting of photographs of a well-known troupe acting a classical Yoruba play, with cartoon-style captions--has a circulation of 45,000 mostly in Lagos and Western States alone. And the self-study cram books that endeavor to prepare students for the terrifying examinations at the end of the secondary school demonstrate that the market exists if the commodity is earnestly desired. One observer will cherish forever the memory of a squad of winsome chattering girls returning at nightfall to remit the proceeds of what appeared to be fantastically successful sales of a self-study review book in chemistry, transacted during the day with anxious secondary school students; the extraordinary thing was that while such books are traditionally thought to have a maximum sales price of about five shillings, the chemistry review was hard-bound and sold for twenty-five shillings.

As mentioned previously, major U.K. publishers maintain book stocks in warehouses in Nigeria, these established warehouses also serving as stockists for books of other publishers. Additionally, CMS stocks educational books for certain publishers, as did Book and Press Distributors, another book-related enterprise in which the American Dick Gamble has an interest, until a recent decision to concentrate on magazines and paperbacks. Since the costs of transporting books from the U.K. to a depository in Nigeria is estimated at 5% of the selling price, the normal discount to booksellers is reduced from 25% to 20%. And this only if the bookseller picks up what he needs at the warehouse. If the publisher assumes the cost and expense of sending books from his Nigerian warehouse to the bookseller, the discount is set at 16-2/3%.

The question of "Nigerian Selling Price" is the focus of spirited discussions among publishers, wholesalers, and booksellers, and indeed seems to be the point around which most tensions and abrasiveness in Nigerian book distribution revolve. Publishers in Nigeria clearly have a stake in having their books sold throughout Nigeria at a stable, established price and so do large booksellers with a longtime commitment to the trade. The difficulty comes from small booksellers who sometimes sell books only during the peak of demand at opening of classes in January and other merchandise during

the rest of the year, and who in the best trading tradition are willing to shave their profit margins so substantially as to constitute unfair competition to the larger booksellers.

The Nigerian Booksellers and Stationers Association sent spokesmen to discuss these issues at the annual meeting of the Nigerian Publishers Association in 1967 and 1968. The recommendation put forward by the booksellers is that publishers initiate a system of differential discounts, depending on the publisher's judgment of the individual bookseller's operation. Thus a large bookseller with attractive quarters, large inventory, and complete services might receive a substantially higher discount than a peripatetic trader with no overhead and no services might receive. In addition, there might be intermediate categories if the publisher so decided. Understandably, the Booksellers Association has as much difficulty laying down rules and policing its members as trade associations do everywhere and fears it could not survive an exercise to divide up its own membership into categories of this sort, but it is now on record as inviting the publishers to do so.

Observers, especially American observers, are sometimes surprised and dubious about the unswerving insistence of publishers as well as booksellers that <u>all</u> book orders shall always and invariably be processed through a bookseller. Why, they ask, rigidly impose this requirement under all circumstances; how can this

imposition of a tax on primary school children, for instance, be justified, the children being a captive audience in many areas required to possess the book before being accepted in school.

One answer from the point of view of Nigerian book development is that a healthy bookselling trade needs the solid commercial foundation of primary school books. A better answer, however, is that the booksellers, even the peripatetic ones with part-time shops, are performing vital services. They effect the moving of the desired books from publisher or Nigerian warehouse to the point of sales, overcoming often very difficult problems of transport and communication. And perhaps more important they cope with and assume responsibility for credit problems, a vital and perilous function since even customers like schools and local authorities are notoriously slow payers.

The imposition of exchange controls in the spring of 1968 has created a new set of problems for imported books. Although books enjoy the status of "Category B" and are favored with high priority rating, there can be serious delays in clearing dollar payments for U.S. books. One major book store, which does annually sales of about $50,000 in U.S. books, reports that it has about $20,000 in payments awaiting clearance at this time.

Devaluation of the pound, on the other hand, has had some beneficial results in Nigeria, whose pound is still valued at $2.80.

Some major educational publishers which, as a matter of policy, have tried to maintain uniform, global list prices, immediately lowered their Nigerian selling prices by 15% for imported books. For general books, a reduction of price by 7% or 8% is likely, enabling a very large Lagos book store for the first time to sell books imported from the U.K. at their marked U.K. price, without the traditional mark-up.

Those U.S. books that do enjoy a recognized important place on the Nigerian book scene today--like reference works, scientific and technical books--are under a price handicap in relation to books from the U.K. And this handicap appears to be grievously worsened by certain administrative procedures. One major U.S. house, for example, serves Nigeria from its London branch; in the process of transferring stock from New York to London it marks up the price and further increments appear on the continuing journey to Lagos. As a result, a technical book selling for $10 in the U.S. may be priced at 90 shillings, or $12.20, when it reaches a bookshelf in Nigeria. Another very large U.S. publisher will fill a Nigerian order from either its London or New York office, depending on where the order is received; from London the cost may be perhaps 20% higher and delivery time five weeks, while from New York the cost is less but delivery time may be five months.

The Franklin project had one training program for three

Nigerian booksellers in the spring of 1966--Mr. J. O. Awodiran of the CMS Bookshop in Ibadan, Mr. E. O. Olomo of the Grace Bookshop in Lagos, and Mr. A. Ayeni of the Rational Bookshop in Ibadan. During their six-week stay in the U.S. they worked and studied with Franklin staff members and consultants, especially Messrs. Buck and Kirk, who have directed much of Franklin's training work, and Mr. Margolies, who has earned his honorary degree of dean of American booksellers. Professor Feingertz of New York University also organized a special series of lectures and seminars on managing a business enterprise. The three attended the annual convention of the American Booksellers Association as guests of the Association.

Mr. Olomo and Mr. Ayeni returned to their respective bookshops with confidence and with new ideas. Mr. Awodiran has accepted recently a post as sales representative with Pilgrim Books Co., in Lagos, where his experience and training will stand him in good stead. Mr. Ayeni is president of the Nigerian Booksellers and Stationers Association, an organization of growing strength and importance, which has at present 97 "financial" members.

The British Council has offered annually in London in recent years a two-month Course on Bookselling and Distribution. The twenty-five participants from around the world usually include at least one Nigerian. Expenses for each participant are about £250 plus transportation.

It would appear that much useful training could be accomplished in Nigeria by the largest organizations, especially the University of Ibadan Book Store, CMS and SIM. Indeed they already conduct very extensive training programs for their own needs. CMS, for example, maintains thirty-two bookshops in Nigeria as well as five warehouses. SIM has five bookshops with European managers, where their training is concentrated, and nineteen shops operated by Nigerians who have proved their abilities. It would be highly desirable to devise special inducements whereby these facilities would conduct training in excess of their own needs.

Publishing for Literates and Post Literates

Although the attainment of higher levels of literacy and the provision of supporting materials are recognized as national goals, there has not been an effective systematic coordination of this activity on a country-wide level. Although typically under the aegis of the Ministries of Education, some of the literacy programs have been implemented through the Ministry of Information. Additionally, local authorities and local councils are involved in the literacy programming, in distribution of materials, and in establishing village reading rooms and community centers for use by new literates. Other agencies and individuals who have exerted direct influence on programming and materials development for literates and post literates are social welfare and community

development officers, church missions, Unesco advisors, extra-mural departments of the universities, and more specifically the Adult Education Department of the University of Ibadan.

By far the most ambitious effort to provide materials for new literates was the establishment by the former Northern Regional Government of the Northern Literacy Agency (NORLA) in 1954. The Agency was highly successful in publishing hundreds of literacy booklets in the many local languages of the Northern Region. The booklets had a very wide distribution and considerable use. The Gaskiya Corporation actually printed the materials and is still distributor of the remaining inventory. Unfortunately, the operation ran into financial difficulties and had to suspend the development of new materials. Some of the NORLA functions are now being absorbed by the Northern Nigerian Publishing Company which is gradually adding its own list of vernacular readers as well as issuing NORLA publications which justify reprinting as stock becomes depleted.

With Franklin Book Programs as a catalyst, a Committee for Adult Literate Readers was convened in Lagos in March, 1966. For the first time, a nationwide cross-section of people concerned with provision of literacy materials met to review past achievements and failures, to chart a course for the future, and to assign writing projects to those in attendance and others who might develop manu-

scripts suitable for use with new literates.

As a result of that first conference, a subsequent meeting was held in March, 1967. With the cooperation of the Federal Government, the new group, National Committee for New Adult Literate Readers, outlined specific goals (Appendix N) and sought to petition the Federal Government for permanent, Federation-wide recognition.

The National Committee has not been able to reschedule meetings during the period of crisis. When the country returns to normalcy it is hoped that the group can continue the overall coordination of activities centering around the production of materials for new literates. In the interim, a Western Regional Committee for New Literates Readers has been organized (Appendix O).

At the completion of the Franklin project, three Hausa manuscripts developed with Franklin cooperation (Appendix B) were being considered for publication by the Northern Nigerian Publishing Co., Ltd.

CHAPTER FIVE

THE LIBRARY BACKGROUND

The first act in the drama of Nigerian library development is drawing to a close. Already recognized, as the plot unfolds, is a new awareness of the importance of library development on many levels. This growing commitment stands as a vigorous and insistent reminder of the importance of books to improve the quality of education, to enrich educational development programs, to undergird research activity, to help raise the general levels of achievement, and, more importantly, to develop human resources in the widest possible spectrum.

If books are the basic tools of economic, social, and political growth, the library agencies that select them, organize them for use, and stimulate interest in them will increasingly merit the consideration they deserve. Happily, this seems to be the trend in Nigeria at the present time.

At the same time, there are millions of Nigerians who have never been inside a library building. When one considers that the cost of a paperback is frequently equivalent to an average worker's daily earnings, it is not difficult to justify the need for the establishment of a network of free public libraries throughout Nigeria.

The Franklin project, mounted to assist "viable indigenous publishing", was vitally concerned with library development. The processes of publishing and library development go hand in hand. One cannot exist without the other; each provides a broad base for the other's operation. In the United States it has been estimated that as much as 90% of all books produced for educational purposes are purchased by institutions--public libraries, schools, and universities. When a similar pattern of institutional purchase emerges in the developing countries, a flourishing book trade is going to develop concurrently. And, of course, libraries provide a natural network for the book distribution so vital to the life of the industry. Publishing and library activities are inextricably woven into the fabric of the larger educational process. The project's recognition of this fact of life is reflected in the composition of the National and Regional Advisory Boards which included distinguished members of the Nigerian library community.

Nigeria is still on the frontier of library development, but the record of expanding services is a highly encouraging one. After only eight years of independence, Nigeria can claim a National Library, five university libraries (each with some degree of departmental library specialization), excellent libraries in the advanced teacher training facilities, one university offering degree and diploma courses in professional librarianship, and an-

other planning to do so in October, 1968, approximately fifty special libraries, and nascent school and public library systems varying in degrees of effectiveness and coordination.

Statistics on the number of professional and pre-professional librarians in Nigeria are unavailable. However, it seems reasonable to estimate that they number about 100. These specialists would be roughly equivalent in qualifications to U.S. holders of bachelors, masters, and doctoral degrees in library science, with the largest proportion of them falling at the lowest level of training.

Although the record of Nigerian library expansion and staff development is impressive, the urgent need now is for an in-depth examination of existing services, an evaluation of their effectiveness, and subsequently the formulation of a carefully conceived and phased library development plan. Many of the 55 million people residing in Nigeria do not benefit from even the most rudimentary forms of library service. The challenge of the future will be to narrow the gap between the library needs and their accomplishment.

The National Library

Established in 1962 with assistance from the Ford Foundation, the National Library in Lagos serves as a repository for an

ever-expanding collection of materials--books on business, economics, social welfare, public administration, Africana, arts, linguistics, literature, philosophy, etc. Originally established to provide service to the Federal Government and for the Federal Territory, it now serves readers of a wide cross section: businessmen, students, scholars, authors, editors, members of learned professions. In addition to collection building, it maintains a union catalog reflecting the holdings of the university libraries (University of Ibadan excepted); it has embarked on a vigorous publication program; it serves unofficially as a legal depository for all materials published in Nigeria. Under the creative leadership of its Director, the National Library is not only developing an outstanding research and reference collection while performing the traditional functions of a national library (i.e., bibliographical, setting standards) but it is also extending itself and its expertise through establishment of in-service training seminars and through the creation of work-study situations. On the cultural level, a new body appropriately called "Friends of the National Library" has been organized with a central goal of assisting the library in obtaining rare Nigeriana for the Africana collection.

In temporary quarters, future plans call for a new building which will be jointly funded by the Government of Nigeria and external aid. The blueprints are drawn up, and cost of the new

facility is estimated to be about ₦400,000. The search for a Nigerian director for the National Library continues.

In this period of transition, the role of the National Library will probably be reexamined. Proposals already exist (Revised National Library Act-Draft) which would give the National Library countrywide application instead of restricting its powers to what was formerly the Federal Territory. That the National Library should play an important role in the centralization and/or coordination of library policy for the entire country is obvious. If State Library Boards are going to come into existence, if their directors are to convene in order to discuss their common problems, needs, and development plans, the involvement of the National Library would be a natural objective.

School and Public Libraries

The process of examining school and public library schemes in Nigeria is complicated by the fact that no countrywide survey evaluating existing schemes has been made. Finding statistical data to support the facts is a frustrating exercise. A survey in depth is indicated--of present structure, staff, and book collections. There are only scattered records that reveal how much library services cost (per book circulated, per capita, or using some other statistical norm). Here is a rich area for future research

and exploration--not only in terms of quantifying the service but also in terms of qualifying some of the more subjective areas related to reader interest, reader motivation, reader guidance, and a host of other book-content oriented matters.

The development of an efficient network of public libraries in Nigeria has been a slow and agonizing process. One striking exception, however, was the Eastern Regional Central Library, which pioneered in providing imaginative library service to the area. Under the management of the Eastern Regional Library Board, Enugu, the library flourished in a modern facility; it rendered the traditional public library services: reading, reference, information services, and an outstanding Africana collection. A separate wing had been recently constructed for the establishment of a Children's Room. Bookmobile service to schools and branch library installations in other cities were components of this highly effective library scheme.

Also to be noted are the Lagos Library with its branch system, the Regional Library in Ibadan, and the Kaduna Regional Library which not only served readers in the immediate area but also helped with the organization and collection building of the Native Authority libraries of the Provinces. Yet another exciting experiment in extending public library service is recorded in the history of the Samaru Public Library, formerly administered by the

Kashim Ibrahim Library at Ahmadu Bello University. Unfortunately, this service had to be curtailed recently.

Crucial to the entire idea of public library service in Nigeria is the question of who is actually using the library and for what purpose. An interesting paradox arises when one discovers that the vast majority of the library patrons are not using the materials supplied by the library. A disproportionate number of the patrons are using the public libraries and reading rooms as study halls. Such use is understandable in view of the appeal of the quite, well-lighted, and sometimes air-conditioned comfort provided therein. At the same time, with standing room only, as is frequently the case, the question of priority in use of the public library becomes a sensitive one. In searching for an answer to this question, an even more crucial one emerges: can Nigerian libraries afford to be all things to all men at this embryonic stage of development?

As an interesting solution, one librarian suggested that for the Lagos area alone at least ten strategically located study centers should be instituted. The centers need not provide more than a few basic reference books (dictionaries, an encyclopedia set, an atlas) and chairs, tables, and adequate lighting for those whose demands are no more compelling than to find a quiet place to study independently. The proposal deserves future exploration.

An intelligent evaluation of existing school library schemes, as independent from public library services, is hampered by the lack of any documentation of what now pertains. A case in point is the record of governmental assistance to the development of primary and secondary school libraries. On the positive side, the government regularly makes money available to schools for capital development. To what extent this money for buildings has a portion earmarked for the school library could not be determined. There is evidence that the government makes an annual contribution to the development of libraries in the secondary "assisted" schools, that the Lagos City Council provides to each of the 130 primary schools under its jurisdiction ₦50 for the acquisition of library materials. Additionally, students in voluntary agency schools are levied fees, a portion of which is earmarked for library purchases. Unfortunately, regardless of the good intent of these assistance schemes, they frequently break down because there is no effective method of assuring that the allocated funds are spent for the purposes originally indicated. What is underlined, therefore, is the need for a Federal or State inspection system which would guarantee that library funds are used properly. A review of the situation may very well indicate that the problem is not so clearly one of government abnegation of responsibility but rather one of inadequate methods of channeling of library funds through an inspecto-

rate which would be responsible for the follow-through.

Concrete evidence of the Federal Ministry of Education's interest in the development of school library service was its authorization of a centralized School Library Service in Yaba. As a preliminary to this service, a Unesco library advisor conducted a survey, and his findings were reviewed by the Ministry of Education. The multi-pronged service was born in 1964 when the Government of Nigeria and Unesco signed an agreement for the establishment of a "Pilot Project on School Libraries in Africa". The basic aims and functions of the service as originally conceived are as follows:

1. Helping schools and colleges to build basic reference and lending libraries; providing supplementary collections, instructional materials (including films), mobile services to schools.

2. Constructing an Education Library to serve education officers, teachers, and teachers in training.

3. Initiating a Central Textbook Library.

4. Providing advice and assistance on library planning, library methods, training of school librarians.

Unesco has now phased out of the project. Although the record of accomplishment is impressive, there is serious doubt as to whether the unit as presently constituted, staffed, and funded can become the body which will aggressively provide countrywide coordination

to school library development. Can it spearhead library legislation affecting all the primary and secondary schools in the country, help set standards for training and collection building, make policy decisions affecting the entire spectrum of school library development? Here is another worthwhile area for future evaluation and determination.

Franklin's Direct Involvement in Library Planning

Franklin has traditionally had many long-range projects involving library activity in Latin America, Asia, and the Middle East. The first specific library activity in Nigeria, however, came about when a short-term consultant from the United States was commissioned to do a very exploratory (two-week) study of book and library development. Although this period of cursory observation was too superficial to result in a detailed action program, the report was widely circulated in Nigeria and discussed in the library community. The consultant recommended future action along the following lines:

> Since it will be a long time before books and libraries in Nigeria develop to the highest level, I recommend the testing of the effectiveness of establishing classroom libraries in a selected group of schools. Such collections should include supplementary and collateral reading, but they should also contain books that are not purposeful in the strict educational sense--books that widen a child's imagination and help create a love for reading. (Esther J. Walls, Some Observations on Nigerian Libraries, for Franklin Book Programs, 1964.)

Also recommended in this report were the establishment of demonstration libraries, in-service training schemes, team demonstrations of library techniques, and methods of introducing books to children and young adults.

During Franklin Book Program's project in Nigeria, the Managing Directors have from time to time organized library consultative committees in order to generate local interest and to weigh various proposals for external assistance in Nigerian library development. In the "Proposal for a School Library Project in Nigeria" (Esther J. Walls, Franklin Book Programs, June, 1966), the following outline was presented:

> This proposal requires an allocation of funds to support a series of one-week workshops in three or four areas of Nigeria in order to assist teachers and teacher-librarians in understanding the proper functions of a good school library and the interrelationships between curricula and supplementary reading materials. The workshops would be organized by a team of outstanding Nigerian, British, and American library specialists who would be guided by an advisory board of Nigerian professional librarians. As a preliminary activity the team will make a selection of paperback books suitable for use in Nigerian school libraries. This basic collection will be used for demonstration purposes during the workshop. Each teacher-librarian enrolled in the workshop will receive a gift demonstration collection of approximately 100 paperback books for use in the school library. As a follow-up, he will be asked to participate in the evaluation of the collection and a determination of student response, interest levels, and possibilities for adaptation (Nigerianization) of some of the materials.

The proposal stirred up much discussion, suggestions altering the scope, but, generally, modest approval in library quarters in Nigeria (Appendix P, "Report of the Lagos Consultative Committee on Franklin Proposal for a School Library Project in Nigeria"). Unfortunately, the political situation in Nigeria prevented further action and made it difficult to generate external financial support for the project.

During the same period, Franklin received two proposals for library projects drafted by Nigerian librarians, as follows:

1. A proposal requesting funds for a full-time lecturer at the Institute of Librarianship, University of Ibadan. Also included was a request for funds for the construction of a "Model Children's Library" at Abadina which would serve as a laboratory for the Institute's library students and as a demonstration children's library.

2. A proposal for a Model School Library to be established at the Advanced Teacher Training College, Owerri. The goal of this project was to provide a model school library, fully equipped and stocked, to which teachers and others could go to observe a first-rate school library and to see the types of materials that such a unit should contain.

Although as yet no action has been taken on the first proposal, the Model School Library in the former Eastern Region was inaugu-

rated in temporary quarters supplied by the British Council in Enugu. A Peace Corps Volunteer who was temporarily acting as school library advisor supervised this activity. The nucleus of the book collection was donated by the British Council. The present fate of this project is not known.

The spring of 1967 saw, in a document proposing a new library service for Nigeria, an excellent example of Anglo-American cooperation. Franklin and the British Council staff in Nigeria had held continuing discussions on the priorities which should be given to library development in Nigeria. As an extension of those discussions, but also largely as a result of the publication of the Ford Foundation-financed report, English Language Teaching in Nigeria, the two organizations began thinking together about implementation of the recommendations contained in the report. The result was the draft of a joint proposal drawn up for discussion purposes by the Book Development Council, Ltd., and Franklin Book Programs, the substance of which follows:

> In essence it would create in each of the 16,000 primary schools of Nigeria the nucleus of a library, which, as universally in developed countries, would be a powerful factor in strengthening primary education and improving language skills. This nucleus would consist of fifty books in English packed in a plastic case. Each primary school in the country would have one of these library boxes (each of the estimated 1,000 schools with an enrollment of more than 2,000 would receive two rather than one.

Franklin and the BDC hoped that financial support for the project might be jointly supplied by foundations in both the U.S. and the U.K. Action on the proposal is still pending.

Whether as a direct outgrowth of the above proposal or whether developed independently, the British Council in Lagos is presently implementing a modification of the above plan. With a modest funding of ₤3,000, the Council will soon be distributing to seventy primary schools in Lagos 10,000 books in wooden boxes each containing forty to forty-five books. Anterior to this activity the Council has conducted Saturday morning classes with Primary Grade II teachers who will be the custodians of the book boxes. With the teachers already briefed on the creative use of the book boxes, the Council will be in an ideal position to determine to what degree exposure to books influences English language skills, what are the reading interests on the primary school level, what are the patterns of reading. After the scheme has been in operation for a time, three of the participating schools will be involved in a computerized analysis which will summarize the results of this demonstration project. Although modest in its range and scope, the evaluation of this activity should be welcomed by the library and educational community.



External Agencies as Catalysts in Library Development

Not to be overlooked in the pageant of Nigerian library

development is the supporting role of the external agencies, notably the British Council, the USIS libraries, and the Agency for International Development educational projects that have library components.

The British Council maintains seven centers throughout Nigeria, two of which are in the former Eastern Region. Libraries located in these seven service points contain resources for teachers and students who are charged a small subscription fee (7 Shs.) for the use of the centers. Many of those using the libraries are persons studying independently (i.e., not enrolled in schools) in order to qualify for certification examinations. The book stock, therefore, reflects this study-oriented use. The Council maintains a film-lending service for teachers, conducts classes for primary school teachers hoping to up-grade their skills, and maintains a Teachers Center. The Council also provides English Language and Science specialists to carry out special programs with primary school teachers.

An annual circulation of approximately 200,000 books underlines the importance of this operation. In addition to the service units, the British Council has donated over ₦100,000 to assist in public library capital development activities.

USIS libraries in Nigeria are located in five urban centers--Lagos, Ibadan, Kaduna, Kano, and Benin. A combined book

stock totals 30,000 with an annual circulation of about 83,000. About 5,000 books are added yearly. The books comprise a wide range of subjects and interests--how-to-do-it books, biographies, science, recreational reading. USIS sponsorship of reading and book reviewing clubs for women and youth is worthy of note.

One of the largest aspects of the USIS operation in Nigeria is the book donation program. In FY 67, approximately 200,000 books donated by U.S. publishers, educational institutions, and philanthropic organizations were presented to various educational institutions, and by the end of FY 68 this total is expected to rise to 300,000.

USIS and British Council staff both cooperate on English Language Teaching and English as a Second Language projects.

Many of the Agency for International Development educational projects in Nigeria have book components, and some also include library activities. Among the most outstanding are the AID/Ohio University projects in Kano and the Western State. Through the activities of both projects, thirty-odd libraries and sub-branches have been established in conjunction with the in-service training programs. These library/multi-purpose centers provide core collections for the Grade II and Grade III teachers and include instructional materials, pedagogical resources, sample classroom collections, and a variety of multi-media aids. In

addition to the establishment of the centers, the projects also provide professional library staff--specialists who are assisting the teacher training colleges to develop their own libraries and who also lecture in librarianship.

The Ohio project libraries, as well as the British Council centers and the USIS units will undoubtedly have a multiplying and self-generating effect on Nigerian libraries--and, more importantly, on the creative use of library facilities.

It is encouraging to see that the project discussed above supports a position recently emphasized in an editorial appearing in Libraries in International Development: A Newsletter Issued by the International Relations Office, American Library Association (Issue No. 3, May, 1968):

> The major distribution medium for books in developing countries is the library. Accordingly, project and budget planning of foundation and government-sponsored publishing ventures in such countries should provide for an expert to determine how the books can be used best...The lesson from these experiences is that every developmental education project deserves careful thought about the provision of library resources and services...Even when the planning is preliminary and approximate, there might well be a component--and a budget item--for library resources...and for the professional services required to select (books) properly.

Library Organizations and Publications

Parallel to the expansion of Nigerian libraries and the

development of a skilled cadre of library specialists has been the growth of library organizations and the inception of their publication programs. The Nigerian Library Association has a combined membership of about 300--librarians actively engaged in the profession, teacher-librarians, students, and institutional affiliates. Although there is some uncertainty about the status of the organization at the present time because of the political situation, there are strong indications that the Association will be revived as a strong effective organ for unifying Nigerian library efforts.

The official journal of the Association, Nigerian Libraries, has an appealing format and an inclusion of a wide range of professionally stimulating articles. The August, 1967, issue (Vol. 3, No. 2), for instance, gives excellent coverage to the history of university libraries in Nigeria and elsewhere in Africa.

With the Nigerian Library Association as the parent body, regional associations have sprung into being: the Eastern Nigeria Library Association and, within it, the Eastern Nigeria School Libraries Association; the Northern Nigeria Library Association and its school section, the School Library Association of the Northern States of Nigeria. Both of the school associations publish their own organs (ENSLA Bulletin and School Library Notes) and thereby supply their membership with interesting essays ranging

from standards for school library furniture and equipment to library administration, reading problems, etc.

A most valuable inclusion in both bulletins is the book review section. At present, there are no locally published book selection and book reviewing tools for the Nigerian school librarian (except for publishers catalogs). The need for a Nigerian Standard Catalog series and for other locally produced bibliographical tools to aid in book selection is urgent. For the time being, the school library publications help fill the gap. That the Nigerian librarian should participate in the critical evaluation of the books for his collection (those published both externally and in Nigeria) is of paramount importance, for he is the one who must ultimately determine on his own terms what is relevant for Nigerian primary and secondary school students.

Library Training and Education

Creation of a network of libraries throughout Nigeria will not become an effective measure unless good librarians can be recruited and trained to supervise the new installations. Presently, pre-professional training courses in librarianship are mounted with various kinds of coordination: teacher training institutions, the National Library, library associations, the Federal Ministry of Education's School Library Service, the Regional Libraries, the Institutes of Education, and other in-service training units.

The center of gravity for professional training, however, remains in the Institute of Librarianship of the University of Ibadan. Its Draft Prospectus, 1967-1968 describes three levels of study which it will be offering: a Post Graduate Diploma in Librarianship (Dip. Lib.), and two higher degrees--the Master of Library Studies (M.L.S.) and the Doctor of Philosophy in Library Studies (Ph.D.).

The Faculty of Education, Department of Librarianship, Ahmadu Bello University, will also be offering in October, 1968, professional courses in library science: a degree course for the Bachelor of Library Studies, with candidates choosing librarianship as a principal subject but required to enroll in two subsidiary courses, one of which will be a foreign language; and a two-year diploma course in librarianship.

It is reasonable to expect that the two universities will be in a position to supply Nigeria with most of the high level manpower requirements for library programs in Nigeria in the next ten years. But what will be done to train all the underqualified personnel upon whom the real responsibility for running the primary and secondary school libraries devolves? For this cadre it has been suggested that certificate or diploma courses organized during vacation periods are a practical approach. These middle-level people will urgently need professional help in book selection,

reference services, reader guidance, and the technical processes. If upon completion of the course certification and a salary differential can be assured to the successful candidates, teachers would have compelling motivation to enroll in the courses. The issuance of a certificate would also give to the teacher-librarian the status he deserves in the educational community.

Ideally, the vacation courses should have university sponsorship and coordination. Hopefully, the course content would include the practical aspects of librarianship. It could exclude the higher levels of library research, i.e., documentation, automation, and informational retrieval. Highly recommended should be inclusion of courses that develop the idea of creative use of books, an area that appears--at least at casual observation--seriously neglected on many levels of library education in Nigeria.

If the library education programs at the university level continue to expand and if attention is given to the training of the pre-professional personnel who will be manning the outposts far removed from the urban centers, Nigeria will be on the way toward developing an effective body of librarians to support a mushrooming expansion of library services.

To be explored in depth are the roles of the United States and the United Kingdom in providing overseas training experiences, i.e., internship and fellowship programs, particularly for the

high level Nigerian library personnel. Experience of the past proves that such study and training programs enrich the experience and the competence of the library administrator, give him status in his peer group, and hopefully catapult him into the role of opinion molder among others in the educational elite and power structure of Nigeria.

The New States and the Development of Library Services

Regardless of the extent of the previous commitment on the part of Nigerian educational authorities and library administrators, the future now rests within the newly created States--their administrative structure, power, influences and relationships to the Federal Government. Concern about spheres of influence and delegation of responsibility is already filtering down to the library profession. Having developed services along Regional lines, no one is quite sure of the future fate of existing facilities and services.

Already viewed with dismay is the fragmentation of one of the regional libraries. With the creation of six new States, that Regional Library collection is now being split into six equal parts! One can understand in human terms the desire on the part of the States to have their share of the resources of the former library, but there is serious doubt as to whether the fragmented

collections can really provide the nucleus of six State library collections. Also to be coped with is the very serious problem of spreading the thin layer of staff professionals throughout six State library facilities.

Handling problems such as these and a multitude of others that will arise in the next few months will command the attention of all professional library administrators and educational planners. Perhaps, after the initial confusion, one will be able to see a positive result in the decentralization and "de-regionalization" of library services: the enlistment of support on local levels not formerly concerned with library matters. This wider base of participation just may give the profession the boost it needs.

In the Western State a plan for organizing library services on the State level is now being circulated and discussed. Drawn up in the Institute of Librarianship at the University of Ibadan, it seems to be a thoughtful scheme whereby library services on the State level might grow and thrive. (Appendix Q) Already accepted in principle in the "Taiwo Report" (Report of the Committee on the Review of the Primary Education System in the Western State of Nigeria), it may well serve as a model for other States as they grapple with the reorganization of their own library systems.

The Western State scheme for developing library services

incorporates the following:

1. It recommends the establishment of a State Library Service as an agency to coordinate collection of materials, books, periodicals, records, films; the material would support informational, recreational, and educational needs.

2. The Service would address itself to the needs of teachers, students, the general reader, school leavers, and children; it would also plan for special services to the blind and to hospitals.

3. The Service would assume overall responsibility for the organization, supervision, and control of the school library services in the State.

4. The Service would coordinate both the school and public library systems and would be administered by a Western State Library Board. A Director and two Associate Directors would head the staff.

5. The Service would give priority to the development of the primary school libraries in the Western State.

6. The Western State Library Board would submit a carefully planned phased program for the development of all the library services within its jurisdiction.

7. The Board would also supervise the construction of a new Western State Library Headquarters building. (The British

Council has already donated £27,000 to assist in the construction of a regional public library, and one assumes that the unspent funds could be applied to the construction of the new State Library Headquarters building.)

To an outside observer, this scheme seems to have the bold and imaginative ingredients necessary for a creative utilization of library resources. Some of the States may want a different definition of the Library Board role; others will want to give priority to building secondary and teacher training libraries. The modifications and refinements would, however, be of minor significance if there is basic agreement that the establishment of centralized coordinating bodies of professional librarians on the State level is the most effective way to implement school and public library plans for the future.

If State Library Boards are created, the next logical phase would be the participation of their directors in a nationally convened body--e.g., a National Library Board, a Federal Inspectorate for Library Services, a Federal Library Secretariat. As a supreme library council in Nigeria, the organization could exercise profound influence on setting high standards of excellence and assuring a much-needed measure of control and uniformity in the development of library services throughout the country. The formulation of such an organization and a determination of its

structure and representation should be placed high on the agenda of Nigeria's educational planners.

CHAPTER SIX

PLANNING FOR FUTURE BOOK AND LIBRARY DEVELOPMENT

The recent organization of Nigeria into twelve States has raised many constitutional questions needing clarification and makes it presumptuous for a report such as this to attempt to suggest in all cases the specific ministries or agencies that should be charged to carry out future programs. But from the experience of the project over the last four years would come the following recommendations for actions that should be taken:

1. That cooperation and consultation as possible be extended the Federal Ministry of Education in planning for future needs of educational books. The next two years are likely to be a period of intense planning activity, culminating in a new Five-Year Development Plan. The Ministry of Education recognizes the importance of books in attaining its own objectives in growth and improvement of the educational system and has expressed interest in specifically covering books in any new Five-Year Plan. Since during the life of such a Five-Year Plan the allocation of funds and the mounting of technical assistance projects would be strictly regulated by the letter of the Plan, with little possibility of revision or extension, the importance of integrating books into the Ministry's educational plans cannot be exaggerated from

the point of view of Nigerian book development.

2. That the creation of a National Book Development Council, as recommended by the Unesco Meeting of Experts on Book Production in Africa, could be extremely effective in stimulating and coordinating, under the Federal Ministry of Education, a wide range of activities. Some of these, like informal writers groups and writers workshops, were initiated during the Franklin project and under central sponsorship could be usefully extended. Such a Council should be broadly representative of the country's educational, cultural, and economic life and should take responsibility for formulating and implementing projects of all kinds whereby books can contribute to the country's development--improving quality and expanding quantity of school books, stimulating community and school library development, organizing writers groups and contests, setting up book exhibits, etc.

3. That the search continue, with leadership from the Federal Ministry of Education and the National Book Development Council if formed, for assistance to Nigerian publishers in obtaining modest amounts of loan capital. If the development of school books and a Nigerian book publishing industry are deemed in the national interest, it is essential that publishers find help within normal banking channels or within the framework of any post-war small business credit schemes that may be set up. One cannot give

up the hope that the Nigerian Industrial Development Bank may find somehow that the book publishing industry can lie within its charge. Or perhaps, with or without outside help, means can be found of guaranteeing certain loans to publishers made by banks, or setting up a revolving loan fund. The Economic Commission for Africa, the World Bank, the African Development Bank--all have shown themselves concerned and will be allies in the search. Consideration might be given to using loans in such a way as to encourage combining of very small firms into larger units with prospect for more rapid growth.

4. That study teams, which may be set up to consult with the Ministry about expansion of educational opportunity in Nigeria and improvement of the educational program, include attention to instructional materials and libraries as an integral part of their responsibility. Proposed steps to change the structure and organization of Nigerian education can in many cases by greatly strengthened by attention throughout to the role instructional materials and libraries can play.

5. That expert skills in (a) the development of educational manuscripts and manuscript editing and (b) production, design, and illustration be attached to an appropriate body where they can be widely useful and used throughout the country. The National Book Development Council, if formed, might be such an

appropriate body. Curriculum development panels, publishers, editors, and authors need continuing assistance, on the scene and working with actual manuscripts, as they reach toward international standards in their publications; and, similarly, artists and graphic designers need help, on the scene and working on actual manuscripts, in bridging the gap between the classroom and independent work.

6. That, while it is hoped curriculum development and materials development will be encouraged in all the States, the Federal Ministry of Education or some appropriate body undertake to coordinate efforts to develop and test new educational materials. It would seem highly desirable for an effort, if mounted at all, to be sufficiently substantial and expert to merit the participation of several States if possible; and for follow-up to be seriously planned from the outset so that the project can have some serious impact. There is danger of small, diffuse, dispersed efforts sinking without a trace or, at the other extreme, if substantial and limited to one State, of proving divisive.

7. That consideration be given to the role new series of primary school texts and new books at the secondary level can play in teacher training if creatively designed from the outset to accomplish this purpose. At the primary level particular attention might be given to "teachers editions", in which the pages from the pupils editions are reproduced with annotations (directions and

suggestions for the classroom) and with interleaved additional background material.

8. That an insistent requirement be established and observed about Nigerian participation in developing new curriculum and new instructional materials. Foreign experts often have substantial contributions to make, but may be tempted to move ahead too rapidly with prescriptions founded on their own expertise gained under quite different conditions. Their contributions can attain their full and lasting potential only if cast in realistic Nigerian terms by means of close Nigerian participation.

9. That consideration be given in Federal and State Ministries of Education and Information to devices to stimulate local authorship, like prizes, royalty advances, guaranteed purchases of books winning special recognition.

10. That Federal and State Ministries of Education consider possible ways of fostering and encouraging creative writing clubs in teacher training colleges and advanced training colleges. One method might be to make provision for such a club activity as part of the regular program of the school. Another might be assistance in publishing anthologies of student work.

11. That Federal and State Ministries of Education, recognizing the importance of involving as many future teachers actively in writing and in the use of English, consider possible ways

of fostering college journals and papers. One method, in addition to guidance from the Inspectorate, would be assistance in producing (even if mimeographing) the final product.

12. That for the training of Nigerian publishers, the heads of Nigerian publishing firms, only a limited amount can be done outside Nigeria--or by non-Nigerians inside Nigeria, for that matter. Short-term exposure to publishing procedures as seen in U.S. or U.K. firms may be useful, however, and inspection of most modern facilities in warehousing or order processing. The area where foreign experts can probably make their greatest contribution, however, is in the techniques of management of a business enterprise, and specifically in the management of publishing business.

13. That training of editors is key to the future development of Nigerian publishing and that it should be carried on simultaneously on two fronts: (a) on-the-job training in Nigeria with continuing assistance from a central body (as recommended in no. 5 above), and (b) overseas on-the-job training, for extended periods of a year or more, in U.S. and U.K. houses.

14. That training of printers be undertaken outside the country only at the very highest levels of specialization. Since ample facilities exist within Nigeria for most needs, it is recommended that government set up inducements, by tax credits or otherwise, for private plants to train numbers of personnel beyond their

own individual requirements.

15. That minimum standards be established for apprentice training in printing, so that a certificate will testify to at least a certain amount of work on certain equipment in an approved establishment. These minimum standards should include at the least an automatic platen and a cylinder press as well.

16. That Yaba Technical College arrange a flexible program of short, concentrated courses carefully designed to bridge the gap between apprenticeship and employment in a modern plant. The nature of these courses should be determined in large part by industry, and the students should be sponsored in large part by industry.

17. That assistance be given to Yaba Technical College to obtain offset printing equipment.

18. That training of graphic artists, book designers, and illustrators be carried on outside the country only at the most specialized levels. Opportunities for training on-the-job, on work actually under development in Nigeria, should be exploited to the full. Ideally, this should be handled like the training of editors, on a continuing basis from a central body (as recommended in no. 5 above).

19. That training in bookselling can best be accomplished in cooperation with existing private enterprise like CMS, SIM, and

the university book stores. Tax and/or other incentives should be offered to induce these organizations to train personnel somewhat greater in number than their own individual immediate and foreseeable needs.

20. That the new Institute of Mass Communication at the University of Lagos organize a high level program for the training of book and newspaper editors as well as short-term workshops for editors. The publishing industry should be called on to sponsor its own participants in these programs.

21. That chairs of Creative Writing be established in appropriate university departments like the Institute of Mass Communication at the University of Lagos.

22. That, in the interests of regularizing widely varied practices and procedures in book procurement on the part of local education authorities, the Federal Ministry of Education draw up a series of proposed guidelines in consultation with the Nigerian Booksellers and Stationers Association and the Nigerian Publishers Association.

23. That, if the Nigerian Publishers Association is interested in drawing up and implementing a comprehensive and realistic plan for exploiting the full domestic and foreign potential of the new Nigerian Books in Print and continuing it on an annual or biennial basis, it receive financial assistance for ini-

tial production and promotion.

24. That financial assistance be granted to the Nigerian Publishers Association and the Nigerian Booksellers and Stationers Association to send representatives to important international meetings.

25. That funds be allocated to support an in-depth study and critical survey of present library resources and potential for future development. The survey should address itself to school, public, university, and special libraries and should consider training, staffing requirements, cost factors, book acquisition policies. It should explore the need for centralized purchasing, review, and processing units and the role of bibliographical and documentation centers. Recommendations from such a study would be basic to the overall strategy and planning for adequate library services in Nigeria.

26. That foundations and technical assistance organizations expand their roles in (1) sponsoring overseas training for high level library personnel, (2) supporting with demonstration teams and commodities local efforts to mount seminars, workshops, in-service training activities, (3) allocating funds for lectureships and chairs in the universities offering professional library training, (4) committing funds for capital development library projects, and (5) assisting in the creation of demonstration and

model library projects.

27. That attention be given to an analysis of (1) the quality of training in librarianship, (2) the quality of book collections and their relevance to a Nigerian readership. A yet untouched area of research is reader interest, reader guidance, creative use of library collections; consideration should be given to experimental courses on the use of books, techniques of giving book talks, and storytelling.

28. That consideration be given immediately to the establishment of a pyramidal library structure for Nigeria, involving the creation of a National Advisory Council and satellite State Library Boards. This action would assure systematic, centralized coordination of library programs for Nigeria.

29. That the Federal Ministry of Education draw up detailed guidelines for distribution to donors of gift books for school, college, classroom, and public library use; this policy statement should consider book content, timeliness, and relevance for Nigerian readership.

APPENDIX A

FROM AMENDMENT NO. 1 TO TASK ORDER 5

OF USAID CONTRACT NO. AID/csd-465

FRANKLIN BOOK PROGRAMS, INC.

Scope of Work

In implementing this amendment, the Contractor will perform the following activities, most of which are under way:

A. Assist the Federal and Regional Ministries of Education in:

1. The development of a viable indigenous publishing program which will contribute to meeting the textbook needs of Nigeria.

2. The development of a minimum of 30-40 manuscripts, approximately three quarters of them to be original and one quarter to be adaptations and/or translations and republications of U.S. books. All printing and publishing costs will be borne by Nigerian publishers. In the event that any royalty shall be received by or accrue to the Contractor as a result of the development of these manuscripts during the performance of this Task Order or at any time thereafter, such royalty shall be credited to A.I.D. either as a cost reduction or by cash refund as determined by the Contracting Officer.

B. Submit, at the request of responsible Nigerian educators and publishers, sample U.S. books that have proved successful in schools in other parts of the world, to study for possible adaptation and/or translation and republication in Nigeria. Acquire rights for those titles that may be selected by Nigerian educators and publishers, and approved by US AID, pursuant to the procedure and method of operation as set forth in Paragraphs I and J below.

C. Continue close liaison with the Ministries of Education and arrange for 2 meetings of the National and 3 meetings each of the Regional Advisory Committees.

D. Organize at the University of Nigeria a second Federation-wide Educational Writers Workshop, and establish new informal writers groups in the various regions.

E. Conduct follow-up training, especially in fields of production, design and editing, for participants who have returned to Nigeria.

F. Organize under the direction of the University of Nigeria a seminar on reading problems including their implications for textbook writing.

G. Arrange for the training in the U.S. of up to 20 Nigerians in publishing and in various specialized phases of publishing and printing.

H. Develop a work plan, revising it when necessary to reflect

changes in direction or scope of the project, or to make current the summary on accomplishments and activities.

APPENDIX B

RECORD OF MANUSCRIPT DEVELOPMENT DURING FRANKLIN PROJECT IN NIGERIA

I. List of Published Manuscripts Generated During Franklin Project in Nigeria

	Name of Author	Title of Book	Publisher	Year of Publication
1.	R.S.G. Agiobu-Kemmer	Primary Science Book I	Nelson, London	1967
2.	R.S.G. Agiobu-Kemmer	Primary Science Teachers' Book I	Nelson, London	1967
3.	Olasiji O. Layeni	Timoyoyo	Falafin, Nigeria	1968
4.	Chief D.A. Olugunna	Introducing Geography, Nigeria--Book I	Longmans, Nigeria	1967
5.	Chief D.A. Olugunna	Introducing Geography, Nigeria--Book II	Longmans, Nigeria	1967
6.	Chief D.A. Olugunna	Pathfinders Geographies, Book IV	Longmans, Nigeria	1965
7.	Foluso Okon (Mrs.)	A Handbook for Needlework Teachers	Macmillan	1966
8.	T.I. Chinzeze	Oji and the Hen	Oxford University Press, Ibadan	1967
9.	Adebayo Faleti	Nwon ro pe Were Ni	Oxford University Press, Ibadan	1965
10.	Adebayo Faleti	Ogun Awitele	Oxford University Press, Ibadan	1965

11.	P.A. Ogundipe (Mrs.) & P.S. Fregidgo	Practical English Books 1-5	Longmans, Nigeria	1965
12.	E. Ogieriaikhi	Oba Ovonramwen and Oba Ewuare	University of London Press	1966
13.	Etim Akadah & Anne Akpabot	New Nation English	Nelson	1966
14.	Kunle Akinsemoyin	Stories at Sunset	now with publisher	
15.	J.A. Olayomi	Karo o jire, Books 1-3	Nelson, Nigeria	1965
16.	E.C.C. Nzodinma	Our Dead Speak	Longmans, London	1967
17.	Miss V.C. Iwuji	Moonlight Play	African Education Press, Ibadan	1966
18.	Anne Akpabot	Aduke Makes Her Choice	Nelson, London	1966
19.	Flora Nwapa (Miss)	Efuru	Heineman, Nigeria	1966
20.	Mabel D. Segun	My Father's Daughter	African Universities Press, Nigeria	1965
21.	Leonard & Adenuga	Art for Nigerian Children	African Education Press	1966
22.	E.T. Abiola	The Intelligent Behaviour of Nigerian Children	African Education Press, Ibadan	
23.	Educational Services Incorporated	Entebbe Mathematics Series, Primary One	African Education Press, Ibadan	1967
24.	Reininga & Charle	Accounts for Schools and Colleges, Book I: Record Keeping	Onibonoje Press	1967

25.	Reininga & Charle	Accounts for Schools and Colleges, Book II: Double Entry Bookkeeping	Onibonoje Press	1967
26.	Reininga & Charle	Accounts for Schools and Colleges, Book III: Elementary Accounting	Onibonoje Press	1967
27.	Miller & Akioye	Physical Education Activities	Onibonoje Press	1967
28.	Chief J.F. Odunjo & Oladipupo	Kadara ati Egbon Re	Onibonoje Press	1967
29.	R. Schmeding	Guide to Successful Studies	John West Publications	1968
30.	'Dotun Oyewole	Practical Physics Workbook	Macmillan	1968
31.	'Femi Oyewole	Introduction to Organic Chemistry	Macmillan	1968
32.	J.V. Clinton	The Rescue of Charlie Kalu	John West Publications	1968
33.	S. Ibeziako	Police Powers, Duties, and Protection under the Nigerian Law	Nigercity Publishers, Ltd., Enugu	1967
34.	J.S. Etuk Udo	Principles of Accounts for West Africa	International Press, Aba	1967
35.	J.O. Irukwu	Insurance Law and Practice in Nigeria	Nigercity Publishers, Ltd., Enugu	1967

II. List of Manuscripts Ready for Publication

	Name of Author	Title of Book	Description
1.	A. Kasumu	Revision Chemistry for School Certificate	School Textbook
2.	R.M. Parker	Collection of Folktales from Mid-western Nigeria	School Supplementary Reader
3.	J.O. Ajibola	Orin Yoruba	School Song Book in Yoruba
4.	Lillian Turner (Ohio Univ. Project)	Office Practice and Procedures	School Textbook
5.	Rev. E.A. Atilade	Nisisiyi Ti Mo Le Kawe Ti Mo Le Kowe	Reader for New Literates
6.	Adapted by Gaus & a Nigerian	A Nigerian Scout Handbook	Scout Handbook for Nigerian Scouts
7.	David Strain	Digest on Nigerian Case Law	Law Book
8.	J.S. Ogunji	Arofo Alawidola	Yoruba Philosophy
9.	J.S. Ogunji	Akojo Orin Yoruba	Yoruba Song Book for Schools
10.	M.A. Makinde	Ile Ife	School Geography Text
11.	C.O. Udoh	Volley Ball	School Game
12.	O.A. Egbenipou	Ijo (Ijaw) Reader, Year 1	Primary School Reader

13.	John Macauley	African Joker: Baba Alawada
14.	D.J. Egbebruka	Urhobo School Readers
15.	Malam Okikipi	Noma Tsofon Ciniki
16.	Shuaibu Makarfi	Asalim Gama Kai
17.	Abdulmaliki Mani	Labarin Kasa Na Nigeria

III. List of Manuscripts Under Different Stages of Editorial Development

	Name of Author	Title of Book	Description
1.	E. Ogiereisikhi	Edo Grammar Course	
2.	Adeniran and Annino	Additional Maths, Book I	
3.	Adeniran and Annino	Additional Maths, Book II	
4.	R.O. Johnston	Olufemi ati Iyabo	
5.	Members of the Writers Group	An Anthology of Short Stories	
6.	Leo Lyon	Calculus Text	
7.	S.A. Olanreweju	Introduction to Radio	
8.	Shebar and Naibi	History of Nigeria	
9.	Tinu Ifaturoti (Mrs.)	Going to a Village	
10.	Ebun Okesola (Mrs.)	Tunde Chose Music	

11.	Ebun Okesola (Mrs.)	Change of Heart
12.	'Femi Lasode	Telecommunications Engineering
13.	A.O. Soyanwo	Ports and Harbours of Nigeria
14.	Kunle Akinsemoyin	Moonlight Stories
15.	V.A. Williams	Dele's Adventure
16.	V.A. Williams	Asiawu Ilorin
17.	Peter M. Ayeni	Some Nigerian Folklore
18.	Tunde Ladipo	Ile Aiye Awamaridi
19.	J.S. Ogunlasi	Iwe kika ati Kiko fun Agba
20.	J. Olatunji (deceased)	Teaching of Music and Singing in Schools
21.	E.A. Ogieriaikhi	The Marriage Couldn't Continue
22.	T.A. Adamakinwe	Yoruba Stories
23.	A.O. Ojugbele	Akanni Elesomojo
24.	C. Tunde Ladipo	Afoju Eda
25.	Onome Apena	Obe Esaca Awo Isoi
26.	Tunji Otti	Yoruba Stories
27.	Kunle Akinsemoyin	Life History of Important Personalities in Lagos

28.	O. Yemitan	Agogo Kekere
29.	English	Handbook of Secondary School Science Experiments with Available Materials
30.	Deprin, Durosinmi-Etti, and Oyewole	Handbook for Headmasters
31.	Ohio University Team, Ibadan	Handbook of Physics and General Science
32.		The Student's Machine Accounting
33.		Guidance and Counselling

(The following titles were in process in the Eastern Region at the start of hostilities in July, 1967)

34.		Igbo Course for Primary Schools
35.	Day and Night	Children's Book
36.	Oka Mgba and Other Stories	Igbo Folktales
37.	The Great Festival	Children's Book
38.	My First Book of Science	
39.	A Dream Comes True	
40.	Pharmacology for Nurses	
41.	School Certificate History of West Africa	

42.	Nwa Aka Adighi Upporo (The Restless Child)	
43.	English Course for Secondary Schools, Book I	
44.	Basic Law of Contract	
45.	Foundations of the Economic Growth of Biafra	
46.	Journal of Social Research--Quarterly	
47.	Rural Collapse	
48.	How Your Occupation Affects Your Health	
49.	Just for His Looks	Novel
50.	The Morrow Letter Writers	Secretarial Practice
51.	Introduction to Scientific Management for Developing Countries	
52.	Physical Education for High School Students	Adaptation from U.S. Book

APPENDIX C

NIGERIAN PARTICIPANTS IN U.S. TRAINING SEMINARS ON PUBLISHING AND RELATED FIELDS

(Arranged by Franklin Book Programs under USAID Contract)

	Name of Participant	Training Program
1.	Omotayo Aiyegbusi, Lagos	Graphic Arts
2.	J. Ola Awodiran, Ibadan	Booksellers
3.	Lawrence O. Ayeni, Ibadan	Booksellers
4.	Elisha A. Etudo, Onitsha (deceased)	Publishing
5.	Garba Gusau, Zaria	Printing
6.	Stephen M. Ibeziako, Nsukka	Publishing
7.	Anfani Ishaku Joe, Zaria	Publishing
8.	Adamu Lemu, Zaria	Printing
9.	Philip U. Nkwocha, Umuahia	Publishing
10.	Frederich C. Ogbalu, Onitsha	Publishing
11.	Adedoyin Ogunade, Lagos	Booksellers
12.	Hilda Ogunbanjo, Lagos	Publishing
13.	James Adebayo Olajide, Ibadan	Printing
14.	Emmanuel A. Olomo, Lagos	Booksellers
15.	Adedapo Onabolu, Lagos	Publishing
16.	Gabriel Onibonoje, Ibadan	Publishing
17.	Mabel Dorothy Segun, Lagos	Publishing

APPENDIX D

MEMORANDUM ON A PROPOSAL TO SET UP A NATIONAL BOOK DEVELOPMENT COUNCIL

Submitted to Nigerian Ministries of Education
of the Twelve States
Through the Federal Ministry of Education

by

'Femi Oyewole

This memorandum was first submitted to the Unesco Committee set up to advise the Federal Ministry of Education on the request for Unesco experts. At that meeting it was decided that the memorandum should be circulated to all the Ministries of Education in all twelve States for close study, and that a meeting should later be called to consider the proposal.

The background to the proposal were the recommendations of the two epoch-making Conferences held earlier this year--one in Accra, the Meeting of Experts on Book Development in Africa, and the other in Lagos, the Fourth Commonwealth Education Conference.

At the Accra Meeting, the setting up of National Book Development Councils by all Member States of Unesco was strongly recommended in the following words taken from paragraph 156 of the official Report No. COM/CS/68/3/7 published in Paris on

25th April, 1968:

> In concluding its resume of what might be done by Member States, the meeting stressed the importance of creating the infrastructure of national publishing industries. The most important measure that could be taken was to establish a national book development council designed to achieve the targets drawn up by the meeting for book development to 1980.

In paragraphs 164 and 165 the meeting called on Unesco for assistance to set up the proposed Book Development Council.

I quote:

> 164. Having recognized the vital importance of national book councils in promoting the entire programme emerging from the meeting, the experts called upon Unesco to assist such councils in all possible ways. It was anticipated that these book councils would be broadly representative bodies with adequate budgets and with professional staff working on a full-time basis.
>
> 165. The setting up of book development councils would involve problems of a technical, legal and administrative character in which the advice of experts made available by Unesco could be extremely helpful. Accordingly, the meeting noted with satisfaction a statement by the representative of the Director-General that Unesco would be prepared to send such missions in the course of 1968, under the United Nations Development Programme. It would be necessary, however, for requests to be received immediately from African Member States through the United Nations Resident Representatives.

All through the Report, suggestions as to composition and functions of the proposed Book Development Council are made. I attach a short memo on this subject.

Turning to the Report of the Fourth Commonwealth Education Conference held in Lagos, it presumed in making its recommendations that there would be a body to carry them out, even though there was no specific mention of the National Book Development Council by name. Three main problems which such a body is expected to tackle are stated on page 113, paragraph 38, of the Report as follows:

(a) how to provide a sufficient quantity of books at reasonable prices;

(b) how to provide the right sort of books in terms of specific local needs;

(c) how to improve the arrangements for the distribution of books and their availability to the reading public.

Suggested solutions include the provision of training facilities necessary for the growth of local publishing and the development of a very effective library service, and many others enumerated in paragraph 48, page 115, of the Report.

The Conference then strongly recommended the establishment of a Commonwealth Book Development Fund. A fund of this kind specifically meant for Book Development must be administered by a body wholly concerned with book development. This body is the proposed National Book Development Council.

In this short memorandum, it is only possible, as I have done, to bring out extracts from the two Reports to support the proposal, but it is best to read through the two reports to see the immediate desirability for the setting up of such a Council.

The division of the country into twelve States makes it the more desirable to set up such a Council which will be responsible for the planning of book development on a national scale within the context of the nation's overall development plan, and for dispensing external aids for book development to the States equitably.

In the Appendix to the Memorandum, I have made suggestions for membership and functions of the proposed Council. These are only meant to be used as a basic for discussion.

APPENDIX TO THE MEMORANDUM

COMPOSITION AND FUNCTIONS OF THE PROPOSED NATIONAL BOOK DEVELOPMENT COUNCIL

Composition: The Council should be a non-profit making and semi-government agency equipped with sufficient budget and staff to carry out its functions effectively. It should include representatives drawn from the entire book community in the country, and every State in the Country must be represented. The following is

a list of bodies which may be represented:

Nigerian Association of Writers
Nigerian Publishers' Association
Nigerian Booksellers Association
Nigerian Association of Printers
Nigerian Art Council
Nigeria Union of Teachers
Nigerian Educational Research Council
Nigerian Library Association
The Universities
Ministry of Education
Ministry of Information
Ministry connected with Literacy Work
Ministry of Health
Ministry of Finance
Ministry of Trade & Industry
Curriculum Development Council
West African Examinations Council

Functions of the Council: The Council may perform the following functions among others:

1. Establishing targets and priorities in book development, and advising governments thereon. Drawing up plans for reaching such targets, and supervising the implementation of such plans.

2. Coordinating the activities of all bodies already (or later to be) set up to look specifically after different facets of book development--e.g., Textbook Selection Committees, Library Boards, Literacy Readers Production Committees, Local Languages Orthography Committees, Curriculum Development Committees, National Research Council and other Research Bodies, Language Bureaux, and

all other bodies connected with the overall development of book production and distribution.

3. Seeking external aid for projects approved by the Council from bilateral and multilateral financing agencies--including private foundations, philanthropic organisations, technical aid from developed countries; and from commercial banks, including the Nigerian Industrial Development Bank, African Development Bank, and the World Bank.

4. Promoting the inculcation of reading habits in school children and in the general public by employing modern promotion methods, e.g., arranging book exhibitions, book festivals, national book weeks, children's book fairs, competitions, press, film, radio, etc., and offering assistance in developing an efficient book distribution system.

5. Promoting all measures to ease the international flow of books, e.g., by removing trade barriers, by promoting translation, and by keeping copyright and deposit laws under constant review.

6. Establishing and expanding training facilities at all levels of book industry--authorship, editorship, graphic arts, production, printing and distribution, and seeking technical aid where necessary.

7. Developing and maintaining a very effective school and public library service.

8. Administering the Commonwealth Book Development Fund when established.

9. Making effective liaison with the Unesco with a view to seeing that all recommendations of the meeting to Unesco are implemented. These include especially:

(a) exploration with the F.A.O. of the possibility of establishing viable industries for paper manufacture in Nigeria;

(b) establishing at least one Regional Centre for Book Production in Nigeria, to serve as a focal point for training and research;

(c) sending mission of experts under the United Nations Development Programme, upon request, to help with specific items of the country's book development plans: such as running national and regional workshops for writers, illustrators, etc., drawing up long-term targets for library development, etc.

'Femi Oyewole
Director, Franklin Book Programmes,
Lagos
May 14, 1968

APPENDIX E

MEMBERS OF THE FRANKLIN ADVISORY COMMITTEES IN NIGERIA*

I. Members of National Advisory Committee

Dr. Eni Njoku, Vice Chancellor of the University of Lagos (Chairman)

Chief S.O. Awokoya, Permanent Secretary and Chief Federal Education Advisor, Federal Ministry of Education

Dr. S.O. Biobaku, Pro Vice Chancellor of the University of Ife, Western Region

Mr. N.O. Ejiogu, Chief Inspector of Education, Ministry of Education, Eastern Region

Mr. Cyprian Ekwensi, Chief Information Officer, Federal Ministry of Information

Mr. G.N.I. Enobakhare, Permanent Secretary, Ministry of Education, Mid-West Region

Dr. Babs Fafunwa, Head of the Harden College of Education, University of Nigeria, Nsukka

Mallam Umaru Gwandu, Speaker, House of Assembly, Northern Region

Mallam Ahmed Joda, Permanent Secretary, Ministry of Information, Northern Region

Mallam Shuaibu Naibi, Senior Inspector, Primary Schools, Ministry of Education, Northern Region

Mr. Kalu Okorie, Director of Library Services, Eastern Region

Chief H.M.B. Somade, Permanent Secretary and Chief Inspector of Education, Ministry of Education, Western Region

II. Members of Advisory Committee for Lagos and Western Region

Chief H.M.B. Somade, Permanent Secretary and Chief Inspector of Education, Ministry of Education, Western Region (Chairman)

Mr. 'Femi Oyewole, Managing Director, Franklin Book Programmes, Lagos (Secretary)

Mr. Justice J.A. Adefarasin, Judge of the Supreme Court, Lagos

Mr. I.A. Adekanmbi, Ansarudeen Education Secretary, Western Region

Mr. A.O. Adekunle, Forest Officer, Akure

Dr. S.O. Biobaku, Pro Vice Chancellor, University of Ife, Western Region

Dr. S.J. Cookey, Chief Federal Advisor on Education

Dr. A. Dahunsi, Chief Education Officer, Lagos City Council

Alhaji F.A. Durosinmi-Etti, Federal Advisor on Teacher Training, Federal Ministry of Education, Lagos

Chief J.O. Fagbemi, Baptist Mission Education Secretary, Western Region

Mr. A.M. Fagbulu, Assistant Chief Inspector of Education, Western Region

Dr. (Mrs.) Irene Ighodaro

Mr. E.S.J. Moses, Chief Education Officer (Lagos), Federal Ministry of Education

Mrs. F.A. Ogunseye, Lecturer, Institute of Librarianship, Univeristy of Ibadan

Mr. Oke Osanyintolu, Assistant Secretary, Nigeria Union of Teachers

Mr. E.B. Osibo, Anglican Mission Diocesan Education Secretary, Lagos and Western Region

Mr. 'Dotun Oyewole, Senior Assistant Registrar, West African Examinations Council, Lagos

Rev. Father A. Sanusi, Roman Catholic Mission Education Secretary, Western Region

Mr. J.A. Sofolahan

Mr. S.A. Sorinmade, Superintendent of Press, Government Press, Western Region

Mr. S.S. Waniko

III. Members of Eastern Regional Advisory Committee

Mr. N.O. Ejiogu, Chief Inspector of Education, Ministry of Education, Eastern Region (Chairman)

Mr. John Iroaganachi, Managing Director, Franklin Book Programmes, Enugu (Secretary)

Mr. R.S.N. Ekpunobi, Principal, St. Mark's College, Nibo-Nise, Awka

Mr. E.O. Enemo, Education Secretary, Anglican Schools, Onitsha

Dr. A.B. Fafunwa, Head of Harden College of Education, University of Nigeria, Nsukka

Mr. A. Ikoku, Principal, Aggrey Memorial College, Arochuku

Mr. E.U.E. Ikpee, Regional Adult Education Organiser, Owerri

Mr. E.O. Inyan, Senior Inspector of Education

Mr. J.C. Menakaya, Senior Inspector of Education

Mrs. O. Odinamadu, Inspector of Education

Mr. Bassey Okon, Principal, Duke Town Secondary School, Calabar

Mr. F.E. Okon, Supervisor, Catholic Schools, Uyo

Mr. K.C. Okorie, Director, Library Services, Eastern Region

Mr. D.O. Omeoga, Education Secretary, Methodist Schools, Umuahia

Rev. Father M. Unegbu, Supervisor, Catholic Schools, Umuahia

Mr. R.I. Uzoma, Education Secretary, Anglican Schools, Owerri

IV. Members of Northern Regional Advisory Committee

Malam Shuaibu Naibi, Ministry of Education, Kaduna (Chairman)

Alhaji Ahmadu Coomassie, Permanent Secretary, Ministry of Economic Planning, Kaduna

Alhaji Shehu Galadanchi, School of Arabic Studies, Kano

Alhaji Isa Hashim, Ministry of Health, Kaduna

Alhaji Umara Jimada, Government Printer, Kaduna

Mr. G.B. Ladipo, Government College, Kaduna

Alhaji Abdulmaliki Mani, Ministry of Information, Kaduna

Alhaji Jimada Pategi, Chief Adult Education Officer, Ministry of Education, Kaduna

Malam Na'aibi Wali, Hausa Language Board, Ministry of Education, Kaduna

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* The above listings include the members, with their official titles, of the Advisory Committees as they were originally appointed in 1964 (the Northern Regional Advisory Committee was reappointed in January, 1967, under the direction of Saka Aleshinloye and James Audu). Members have been added and deleted since that time, and many titles have changed.

APPENDIX F

INFORMAL WRITERS GROUPS IN NIGERIA

I. Observations and Comments on Association and Work with Franklin Book Programmes-USAID/Nigeria since 1964

As you know, I participated in some of the planning that led to the Franklin Book Programs/USAID Contract which became operative in 1964. Prior to that time, as Publications Officer for the Mission, I had made a study of various research documents concerning the availability of indigenous textbooks and other reading materials in West Africa, with particular reference to Nigeria. Chief among these were the FBP (Franklin Book Programs, Inc.) studies: Books for Ghana and Nigeria (1962), and Books in West Africa (1963). I also participated in preparing the basic Mission report on the "book gap" in Nigeria.

In my official capacity as Publications Officer, I have assisted in the production of educational books, reports, and manuals for technicians assigned to USAID projects. Other sources for the conclusions and recommendations here cited have been acquired through close association, on a working level, and through extensive discussion of relevant subjects, with Nigerians and American educators, writers, graphic artists, journalists and officials. But the principal focus of this brief run-down has come from my involvement with the work of the Franklin Book

Programmes/Nigeria, for the past four years.

During the Fall of 1964 I was asked by the then Chief of Education Division, Mr. Sam Fuhr, and the Managing Director of the Franklin Book Programmes in Nigeria to organize and conduct a Juvenile Book Writers' Group. The purpose of this activity was to encourage and help develop Nigerian writing talent, thus advancing the overall FBP/Nigeria objective of assisting the Government of Nigeria in encouraging the growth of an indigenous educational publishing industry.

The group started with sixteen people, seven of whom were already employed in writing jobs or who had published at least once. Most of the group earned their livelihood in full-time jobs, the majority as teachers, or with the Ministry of Education. Meetings were held once a month in the evenings and were devoted to considering types of and sources for writing materials, writing techniques, relations with publishers, the place of the writer in a nation, in society. In due course, the emphasis on juvenile works was dropped and the Writers' Group now represents general writing interests.

Between meetings, I read manuscripts written by members of the group. Of the seventeen titles which FBP/Nigeria Annual Report of December 1967 lists as published, or in various stages of readiness for publication, I have assisted the authors to

develop eight of them over a period of many months. One of the titles, The Moonlight Play, has been published.

In addition to the manuscripts presented by the group, the Executive Director of FBP/Nigeria sent me other works written by people who were not in the group but were eager for FBP/Nigeria assistance. During the past five years, I have read and given editorial comment on about one hundred manuscripts written by Nigerians.

From this background of experience, I present the following comments and suggestions on the development of writing skills in Nigeria:

1. In the coming years, Nigeria will have to have a great number of men and women skilled in a variety of writing techniques, able to produce materials in the quality and quantity needed. To develop such skills, a concerted effort in depth must be made by the educational institutions of the country to produce them. Motivation and practise in "living English" would have to begin in the secondary schools and continue through the universities. I believe that this is the only way that the country can be assured of professionals capable of writing textbooks, technical and research reports, and the ordinary communications necessary in modern commerce and industry.

It follows also, that this effort in depth will be

essential to develop the latent--and considerable--talent in Nigeria in journalism, non-fiction and fiction for publication, drama, and modern broadcasting media. (TV and radio broadcasts also depend on writing skills.)

Not being an educator, I make the following statements with some trepidation, and apologetically. But, I strongly believe that students in Nigeria do not get sufficient practise in the handling of the English language while they are in school where their efforts can be guided. Except for a very few (who had already published) the manuscripts I examined were generally marked by two serious defects.

First, was an inability to express ideas through a proper and flexible choice of words. In many manuscripts, which displayed merit in other ways, the choice of words was so bad as to be ludicrous at times.

Second, was the inability to handle verbs in time sequences--in switching from past to narrative past, to present, to future. This defect occurred even in the manuscripts written by teachers.

I have been told that the teaching of English in most schools is aimed at passing examinations. This would explain the inflexibility of much Nigerian writing. Beginning in secondary schools, I believe that Nigerian youngsters should have practise

in all types of writing--reporting, fiction, drama, poetry, scripts for radio and TV. This flexibility in handling written English is important whether a student is going to be a professional writer or not. Such "guided" writing also demonstrates editing skills. The only way either writing or editing can be learned is by doing it.

The production of school newspapers and magazines, no matter how simple they would be in format, and how inexpensive, could still help in this regard. On the university level, a journal which publishes, perhaps quarterly, the best creative efforts of different types of writing would provide outlets for aspiring writers. Writers groups on campus are another helpful idea, stimulating both writing and the criticism of writing efforts.

While seminars and workshops (such as those conducted by FBP/Nigeria) are helpful, particularly for writers in mid-career, and for teachers of writing, I feel that they do not offer guidance and training of the depth and duration needed in this country now to develop a body of professional writers to meet the growing demands.

A Regional Production Center can be of assistance in supplying the great quantity of educational materials needed in West Africa. But, I strongly believe that the educational effort outlined above is necessary for a country like Nigeria to develop

indigenous writing skills.

2. The extensive provision of reading materials is an element in the development of writing skills. Reading is part of the essential education of writers. It is part of the background of all truly education people. In this regard, the efforts of FBP, Inc., A.I.D. and UNESCO in their assistance to libraries and in the provision of books are helping in the development of writers.

On the university level I believe that guided reading courses could be helpful. This would be, not just the study of literature in historical context, but the meaning of books, world-wide (with good English translations of works, modern as well as classical, from other languages). A knowledge and understanding of the part books have played in the lives of nations, of people, is important.

3. Incentives for Young Nigerian Writers. As in other parts of the world, the lot of the aspiring writer in Nigeria is not an easy one. Some of the difficulties are inherent in the state of a developing country--lack of finance for publishing, no firm ground rules by which publishers operate in relation to writers. It is small wonder that the talented Nigerian writer prefers to be published in the UK or some other country.

I believe that a modest amount of encouragement of a financial type, would be effective in stimulating young writers

to persist in their chosen field. This encouragement could be in the form of annual awards in various categories of writing, and grants which would permit promising young writers to start or continue manuscripts with especial value for Nigeria. This is particularly important in a society where for many years creative people will have to earn their living by holding down a daily job in probably a more pedestrian occupation.

In this regard, I would like to point out a salient fact. If, through the USAID/Ford Foundation/FBP, Inc. project, funds had been obtained to start a going publishing industry, there would not possibly have been sufficient Nigerian writers to turn out materials in the quality and quantity to meet the needs of the industry. A small indication of what I mean is that two of the most promising members who attended the Writers' Group Meeting (and at the beginning were by no means assured professionals) have already been absorbed into full-time writing jobs; one with the Nigerian Broadcasting Corporation, and the other with the Voice of America.

In conclusion of this discussion of writing talent, I want to apologize for any harshness that may appear in this commentary. For a young nation, Nigeria has an astonishing number of recognized writers on the world scene. They do not represent isolated talents. Even when the style of writing of many of the

manuscripts I read was sub-standard, there were many indications of talent. The writers had a feeling for character, for the modern scene, for action. They had a strong realization of the conflict between the old and the new ways which was going on in their country and how it affected people. I strongly urge that this hidden resource be recognized and assisted by helping talented Nigerians acquire the chief tool of their trade--ability to write good English--at an early age.

Jean Dupont Miller
Publications Officer, USAID/Nigeria
February 16, 1968

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June 1, 1968

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5. H. O. Joseph
6. Segun Akideinde
7. Seye Makinde Odusola
8. A. B. Ogunlana
9. Dayo Ajayi Longe
10. Lolu Dele Awobokun

11. Olaiya Folarin
12. Bola Efunkoya
13. J. A. Akinbulu
14. S. I. Ojo
15. I. O. Kilanko
16. G. O. Adetuberu
17. S. A. Efoma
18. H. A. Ajayi
19. V. A. Adefuwa
20. S. A. Bankole
21. I. A. Sokan
22. F. O. Adeyeye
23. J. I. Olu. Kumoye
24. G. A. Ayoola
25. D. A. Oke
26. J. A. Akinwande
27. R. A. Ogunseye (Mrs.)
28. E. A. Olaniyan (Mrs.)
29. J. I. Oresanya (Mrs.)
30. E. I. Ogunba (Mrs.)
31. S. A. Ejimokun
32. F. A. Bamigbade (Mrs.)
33. M. O. Oguntolu (Miss)
34. M. A. Oyenuga (Mrs.)
35. H. O. Olaniyi
36. D. A. Samaiye (Miss)
37. Oyelami Afolabi
38. Joshua Oni
39. A. A. Afolabi

June 1, 1968

IV. Members of Writers Group, College of Education, University of Lagos

	Name	College Group & Year
1.	Adams O. Gbenoba	A3
2.	Benito Eseanebi	A3
3.	H. I. O. Munson	H1
4.	W. I. Okundaye	H1
5.	E. U. Oji	H3
6.	T. A. Adewoyin	D1
7.	A. C. Nzam	D1
8.	M. K. Ibem	A3
9.	Oyeronke Lawoyin	H2
10.	S. T. Mbosowo	H2
11.	S. E. Irrechukwu	A1
12.	A. O. Olatidoye	A1
13.	E. O. Omoregie (Miss)	H1
14.	Michel O. Adetoye	A3
15.	Dele Adeoye	H2
16.	Mojirola Titiloye	A1
17.	A. O. Bankale	H1
18.	Olusoji Oyinsan	H1
19.	S. O. Babajide	H2
20.	Ayo Onabajo	H2

21.	Olufemi G. L. Ogidam	A2
22.	L. L. Buenyen	G3
23.	A. O. Adebo Adejumo	G1
24.	S. O. Ayodele	G1
25.	E. A. Akiode	G1
26.	N. A. Ajiboye	G1
27.	Helen Bello-Omoregie	A2
28.	Sade Oladeinde	H2
29.	O. Oyetosho	H1
30.	Lawrence O. C. Akeh	A2
31.	Babalola N. Ola	J1
32.	E. C. N. Osiomwan	D1
33.	T. E. Ekpekuro	G1
34.	Dam Evero	G1
35.	Humphrey A. Assor	H2
36.	Babatunde Oderinde	H2
37.	J. E. Iyasele	D1

June 1, 1968

APPENDIX G

PARTICIPANTS IN EDUCATIONAL WRITERS WORKSHOPS

I. Educational Writers Workshop, University of Ibadan April 20-May 13, 1965

A. From Lagos and Western Nigeria

(1) R. S. G. Agiobu-Kemmer, Federal Ministry of Education, Lagos
(2) Olasiji O. Layeni, Principal, Ansar-Ud-Deen Grammar School, P.O. Box 415, Surulere, Lagos
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(4) Mrs. P. A. Ogundipe, Adeyemi College of Education, Ondo
(5) A. A. Oladiji, Comprenhensive High School, Aiyetoro
(6) Chief D. A. Olugunna, 18 Awolowo Avenue, Bodija Estate, Ibadan
(7) Adebayo Faleti, WNTV/WNBS, T.V. House, Ibadan
(8) N. Ezeabasili, Loyola College, Ibadan
(9) J. A. Ayorinde, Ministry of Agriculture and Natural Resources, Ibadan (part-time)
(10) Mrs. Foluso Okon, Provincial Education Office, Leaf Road, Ibadan (part-time)
(11) G. O. Onibonoje, Onibonoje Press, P.O. Box 3109, Ibadan (part-time)
(12) F. S. Olafimihan, Ministry of Education, Inspectorate Division, Ibadan (part-time)

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(2) Thomas I. Chiezey, Awgwu Country T.T.C., Ihe, P.O. Box 25, Enugu
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(6) John N. Amene, Christ the King College, Onitsha
(7) R. E. Okorie, Father Joseph Memorial Secondary School, Aguleri, Onitsha
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(3) Olusola A. Ajolore, Provincial Secondary School, Ilorin
(4) M. J. Abdul Ajanah, Ministry of Education, Kano
(5) Jerome I. Idoko, Ministry of Education, Lokoja
(6) Isaac O. Ada Ella, Government Teachers' Training College, Bauchi

D. From Mid-Western Nigeria

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II. Educational Writers Workshop, University of Nigeria Nsukka, May 1-27, 1966

		Area of Interest
A.	From Northern Nigeria	
(1)	D. S. Adoun	Rural Science
(2)	I. A. Ikunponiyi	Geography
(3)	R. A. Kolawole	History, English
(4)	D. A. Olurunmonu	History
(5)	J. F. Ololade	English, History

(6)	B. E. K. Briggs	Physics
(7)	B. A. Akinbola	Art
(8)	B. Awodi	Physical Education
(9)	J. K. Jemirade	Arithmatic
(10)	Mr. Esebuke	Rural Science
(11)	Miss Yelwa A. Bako	Children's Books
(12)	John A. Icha	Rural Science
(13)	S. A. Usman	History
(14)	H. S. Gogwin	Children's Books
(15)	J. I. Tolorunleke	Children's Books

B. <u>From Western Nigeria, Mid-West and Lagos</u>

(16)	Mr. 'Dotun Oyewole	Physics
(17)	Mrs. E. Okesola	English
(18)	Mr. Titus C. Nwosu	English
(19)	Mr. Asuquo Ita	English
(20)	Mr. S. I. Eguavon	Languages
(21)	Mr. E. Ogieriakhi	English Literature
(22)	Mr. I. A. Akintoye	Physical Education
(23)	Mr. 'Femi Oyewole	Chemistry
(24)	Mr. W. P. C. Obi	Languages (Igbo)
(25)	Mr. E. Akaduh	Children's Books
(26)	Mr. H. M. A. Sutton	English

(27)	Mr. Sofolahan	General Science for Secondary Schools
(28)	Mr. Kunle Akinsemoyin	Children's Books
(29)	Mrs. Ogunleye	Nutrition

C. From Eastern Nigeria

(30)	Mr. L. Anozie	French
(31)	Mr. E. Ubahakwe	English
(32)	Mr. R. E. Okorie	History
(33)	Mr. A. U. Umo	Geography
(34)	Mr. E. N. Njaka	Civics (History)
(35)	Mr. L. Akazi	Languages (Igbo)
(36)	Miss P. Okware	Children's Books
(37)	Mrs. V. B. C. Ijomah	English Literature
(38)	Miss E. Eche	English, Geography
(39)	Mr. H. D. O. Chiwuzie	English
(40)	Mr. S. C. Ogbalu	English
(41)	Mr. W. Okeke	Geography
(42)	Mr. E. C. C. Uzodinma	English
(43)	Mrs. Jemima Ada Ohiaeri	English
(44)	Miss Patricia O'Connel	English

APPENDIX H

REPORTS ON

UNESCO CONFERENCE ON BOOK DEVELOPMENT IN AFRICA, ACCRA, FEBRUARY, 1968,

AND

FOURTH COMMONWEALTH CONFERENCE, LAGOS, FEBRUARY AND MARCH, 1968

I. Unesco Accra Meeting of Experts on Book Development in Africa and the Fourth Commonwealth Education Conference in Lagos and Their Implications on Book Development in Nigeria

by

'Femi Oyewole

While the problem of book and library development was the central theme of the Unesco Meeting held in Accra in February, 1968, the same problem was given great prominence in the deliberations of the Fourth Commonwealth Education Conference held in Lagos in February and March. It was considered by two of the five committees set up at the Conference, namely, Committee D on Curriculum Development, Teaching Aids and Text Books, and Committee E on Adult Education for Social and Economic Development. The decisions reached and the recommendations put forward at the two Conferences are of great relevance to book development in Nigeria.

For the past few years, and especially since the arrival of Franklin Book Programmes in Nigeria, the country has identified the three major problems posed by any plan for book development in

any country, and has been faced with finding solutions to them. These problems, which were again identified at the Lagos Conference, and measures for international cooperation in solving them given serious considerations, are:

i. how to provide a sufficient quantity of books at reasonable prices;

ii. how to provide the right sort of book in terms of specific local needs;

iii. how to improve the arrangements for the distribution of books and their availability to the reading public.

Whereas at the Unesco Meeting in Accra it appeared that Nigeria was in the fore-front of all other member states represented at the Meeting in the present stage of book and library development, she found the position almost reversed at the Fourth Commonwealth Education Conference. It was, however, encouraging to discover that she was already solving the problems along the same lines as those recommended at the Conferences.

Both Conferences recognised the fact that, first and foremost, book development planning must be carefully integrated into a nation's overall development effort, and enjoined all member states to take note of this in their national development programmes.

Two major recommendations at the two Conferences which will go a long way in fostering future plans for book development in Nigeria are complementary to one another. The Accra Conference

recommended the setting up of a National Book Development Council, while the Lagos Conference, in recommending the establishment of a Commonwealth Book Development Fund, has suggested one possible source of assistance for the Council to carry out its functions.

The possible functions of the proposed National Book Development Council as outlined in the Accra Conference Report are almost identical with the possible areas defined in the Lagos Conference for the disbursement of the proposed Commonwealth Book Development Fund.

When in 1967 Nigeria was drawing up the next Five-Year Development Plan, it was gratifying to note that the provision for book and library development was given prominence in the plan for education. Unfortunately, because of the crisis, the plan had to be postponed for two years.

If by the time the new Development Plan will be formulated the two recommendations mentioned above have been implemented, i.e., if a National Book Development Council has been formed, then we should expect the following implications of this move on Book Development in Nigeria:

i. book and library development will be carefully planned at national level, not haphazardly at state level, and targets and priorities will be carefully established;

ii. serious attention will be given to training programmes in all aspects of book development--in domestic authorship, in editing, in graphic arts, in production, in printing, in promotion,

and in distribution; and the possibility of regional training centres will be explored;

iii. the production of books to meet the fast changes in curricula at different levels of education in the country, including adult literacy, will be given very prominent attention;

iv. workshops and seminars for personnel in the book trade will be organised to improve their general proficiency;

v. time off will be given to potential authors to attend writers workshops to produce badly needed books;

vi. local curriculum development centres will be encouraged and greatly assisted with a view to ensuring the production of books tailored to local needs;

vii. book gifts will flow in from other Commonwealth Countries for central and equitable distribution to schools in every State in the country;

viii. the rights of the author and other copyright proprietors will be adequately protected, and the copyright and deposit laws kept under constant review;

ix. more facilities will be provided for printing and binding to keep up with the rate of book production, and plans stepped up to train personnel to operate equipment;

x. more facilities for library training will be developed to provide personnel for school, public, and national libraries;

xi. cheap book schemes will be developed, such as the English Language Society paperbacks;

xii. the Commonwealth Book Coupon Scheme will be introduced after careful evaluation of the pilot project in Sierra Leone;

xiii. the exploration of paper industry in Nigeria will be intensified;

xiv. book promotion will be stepped up by the organisation of book festivals, book fairs, national book weeks, book exhibitions, book prize awards, etc., to promote increased use of books and to encourage domestic authorship;

xv. increased financial resources will be made available from bilateral and multilateral sources and from industrial development banks, African Development Banks, International Bank for Reconstruction and Development, and from other avenues;

xvi. special attention will be paid to the distribution of books by making use of all available avenues including book stalls in schools, community centres, youth centres, health clinics, etc., and even through the National Union of Teachers.

xvii. trade barriers in international flow of books will be removed to ease the flow, and translation of books will be encouraged to make books written in other languages available.

These are the functions that the proposed National Book Development Council will be expected to accomplish when it is established.

It must not be forgotten, however, that Education is not a Federal subject but a matter for each State. It is, therefore, to be expected that the proposed National Book Development Council will have committees of the Council to implement decisions of the Council in each State. It is also to be expected that any State may formulate local plans for book development if the national plan does not adequately meet her peculiar needs.

Lagos
May 30, 1968

II. Some Observations on the Meeting of Experts on Book Development in Africa--Accra, 13-19 February, 1968

by

Alden H. Clark

The complete and official report of the Conference is Unesco document COM/CS/68/3/7 dated 25 April, 1968. Twenty-four countries were represented. The central importance of educational needs in any discussions of book development on the continent was the point of departure of the Conference and was indeed reflected in the credentials of the delegates themselves. Few had book experience; most were ministry of education functionaries.

The idea of entrepreneurship and publishing in the private sector was highly praised. Seventeen votes out of twenty-one passed a resolution that publishing in the private sector was most likely to provide the diversity of books needed. One of the most impressive statements during the week was by Mr. Okal from Kenya, who is probably the only African private publisher in East Africa and who attended the meeting at his own expense; among other points, he eloquently upheld respect for copyright as vital to the development of African writers and African book publishing.

The dominant position of Nigeria in any regional book development scheme for West Africa in the English language is obvious but was highlighted dramatically in the meeting. Though

it is difficult to reconcile sets of background statistics furnished by Unesco and ECA, Nigeria apparently "consumes" (imports of books plus imports of printing and writing papers) at least half of West Africa's books. Relating of book development projects in Ghana to those in Nigeria would probably affect 75% of English-language book consumption in West Africa. In the last two or three years when Ghana has been trying to get her own house in order, substantially all West African indigenous book production in English has been in Nigeria. The ECA position at the meeting called for concerted action by the African states in book production activities, mentioning particularly printing of secondary school books (especially in science and technology). Nigeria is signatory to both the Florence Agreement and to the Universal Copyright Convention, the only English-speaking country in West Africa that can make that statement.

Paper production facilities in and for Africa are both needed and realistic in the not too distant future. Though probably neither the Addis Ababa plan for educational development nor the Unesco prescription of quantities of 16-page "units" needed at various levels will be met, it is nonetheless sobering to realize that if they were met the English-speaking countries of West Africa would need 21,000 tons of paper by 1980 for educational books alone as compared to the consumption of 4,300 tons in 1960.

The FAO, which has conducted extensive studies and research in paper production facilities in developing countries, holds that relatively small plants for fabricating book and writing papers are feasible and economical even if pulp has to be imported; research is being pushed on using bagasse, sisal, and other indigenous materials.

The problem of finding capital for book publishing was stressed on a number of occasions. And this is a genuine problem, even though one could wish there were more like Mr. Okal who recognizes book publishing as one business that can be embarked upon modestly and without large capital investment for plant and machines. The Economic Commission for Africa acknowledges the substantial inputs education contributes to economic development, and books to education; as a matter of fact, it is mounting a pilot study of one of its six geographical regions, in Central Africa, of books and publishing. And the representative of the African Development Bank at the meeting volunteered his organization's receptivity to loans for book development purposes. The sense of the meeting was that long-term financial requirements might be sought through multilateral and bilateral channels but that short-term requirements should be met through commercial resources within each country.

Too many of the few books that have been produced in

Africa for school use have been stories and supplementary books, some speakers pointed out, and there has not been enough emphasis on developing and locally producing "hard" works of science, technology, serious social studies. Similarly, reading material for new literates, the importance of which everyone recognized, has not pointed to practical subjects of agriculture, public health, etc. There is probably merit in these criticisms. A first phase in a program to find and assist local writers is likely to be recounting stories, legends from the writers' own backgrounds. The next phase, of organizing panels to develop materials to meet specific needs, is more difficult and will without much question be the next effort in Nigeria.

The meeting, as could be expected, emphasized libraries, the desirability of laying long-range national library plans, and the importance of instilling in children an addiction to reading books for pleasure. It was interesting to note, moreover, how clearly the relationship was perceived between library development and book publishing development. Children's books, for example, will have to depend on an institutional, or library, market in Africa even as they do in Europe or in the United States. Further, the role that a school library can have in on-the-job teacher training, in improving the competence of ill-prepared teachers, was brought out, a note not frequently sounded in the past but

perhaps a telling one for winning a higher priority rating for library development.

The subject of book distribution in Africa, coming up at different times and in different fashions during the meeting, yielded some interesting and creative ideas. The unusual suggestion was put forward that primary schools might become distributors of books (and village libraries as well); also that books could be sold at community project centers, farmers' clubs, youth centers, health clinics. Newspaper facilities and newspaper format might be tried for children's books; the daily newspaper itself might have a teacher's page or present a daily fiche pedagogique. Book sales by mail and book clubs will have to come in spite of pilferage problems in the past. The observer from the World Council of the Teaching Profession suggested that teachers, as organized in various national teachers' associations, could conceivably become a vast network of book distributors. It is likely that a key factor in improving book distribution is the decision, country by country, whether to provide free primary school books. If the states can gradually move toward providing free books for primary school children, and if as a result book distributors spend more time distributing books on a professional basis and less on seasonal maneuvering for the windfall primary school books business means for them today in many countries, the cause of books and

publishing will be well served.

In conclusion, Unesco's thinking about its own role in book development in Africa is far-reaching. Among contemplated activities are the following:

making consultants available to member states to establish national book development councils; though the form of these councils would of necessity vary from country to country, the councils were thought of during the meeting as quasi-governmental bodies containing representation from educational, cultural, and economic sectors most involved in book development;

training of editors through foreign fellowships;

efforts to look out for interests both of authors in developed countries and book publishing industries in developing countries in the impending revision of the Universal Copyright Convention (parenthetically, some delegates produced a new twist on the supercharged subject of copyright by demanding fair compensation from scholars and writers who use African source materail without payment);

studies of reading habits and interests, especially to create more effective reading material for adult new literates;

two or more regional centers in Africa for book development--training, research, promotion of co-editions, etc.

consulting service for member states in setting national book targets, analysing the financial implications--and, on occasion, even following through with assistance on an application for assistance for implementation from the United Nations Development Program;

consultants on preparing long-range plans for library development;

two training seminars to be held in Africa in 1969-1970, one on editorial and creative aspects of manuscript preparation and the other on production and graphics;

referral of the meeting's final report and recommendations to UNCTAD (meeting simultaneously in New Delhi) and the Conference of African Ministers of Education scheduled for Nairobi in July, 1968;

creation of a possible African Book Development Bureau in Paris.

New York City
20 March, 1968

APPENDIX I

COMPARATIVE EDUCATION STUDY AND ADAPTATION CENTRE (CESAC)*

Frame of Reference during Its Formative Years--1967-1972

The Description of the Centre

1. The Centre is an educational research body within the College of Education of the University of Lagos, composed of academic members of the University of Lagos, appointed by normal academic procedures for this purpose; one of these members of professorial rank will be responsible for the overall functions of the Centre and will have the title of the Director of the CESAC. The Ford Foundation Advisor to the Centre will have the standing of a member of the Centre with professorial rank. The Centre will also have at least one senior non-academic member of staff, called Executive Secretary, who will supervise all other non-academic staff of the Centre and will be administratively responsible to the Director of the Centre.

2. The internal organisation of the Centre and the areas of planned activities will be formulated jointly by the members of the Centre, meeting under the chairmanship of the Director. The

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* Set up under the provision of para. 7-2 (a) of the University of Lagos Decree, 1967, with the support of the Ford Foundation.

respective proposals (or their essential changes) will be submitted for comments to the Centre's Advisory Board (see composition) before the final decisions are made by the Centre's staff on the basis of the majority vote. The decisions will then be submitted through the Provost of the College of Education to the University Authorities for approval.

3. During the period of organisation of the Centre all decisions concerning the Centre will be made by a working committee composed of the Vice-Chancellor (Chairman), the Provost of the College of Education, the Dean of the Faculty of Engineering, the Registrar, the Bursar, and the Ford Foundation Advisor to the Centre.

The Functions of the Centre

4. The Centre should act as an observation post on the look-out for the best in general and technical education anywhere in the world, in order to keep the country aware of current trends and specific achievements in foreign general and technical education. It will also engage in original research in the field of comparative education.

In this task, the Centre will be assisted by its Secretariat (Clearing House) which will collect information about the new developments abroad, store new curricula and syllabi of foreign educational systems and make the latter available to the members

of the Centre. All academic members will also pool the results of their research abroad by registering them with the Clearing House.

5. The Centre should, from time to time, arrange well prepared reconnaissance surveys of general and technical education in foreign countries by small groups of experts from Nigeria. These surveys would investigate the recent developments on the spot, looking particularly for such approaches and techniques as would be adaptable to the Nigerian situation.

6. The Centre should, as a follow-up, arrange conferences of specialists; it may test (with the cooperation of appropriate foreign and/or Nigerian institutions) new approaches and techniques; in especially deserving cases, the Centre may purchase out of its special fund relevant equipment and, under mutual agreement with proper authority set it up in educational institutions anywhere in Nigeria to test and then demonstrate, under Nigerian conditions, the new techniques. In particular, it is planned to use the Comprehensive School in Aiyetoro for the cooperation with the Centre in this respect.

7. The Centre may publish reports about its findings and activities in English and French for distribution particularly to the interested Institutions in African countries.

8. To perform these functions, the Centre will include at least two academic divisions--one concerned with general and

one with technical education; and a Clearing House, composed of non-academic personnel.

The Advisory Board

9. The Advisory Board will be composed of:

The Provost of the College of Education (chairman)
One Representative of the Senate of the University of Lagos
The Director of the Centre (ex officio)
The Ford Foundation Advisor to the Centre (ex officio)
The Dean of the Faculty of Engineering
One Delegate of the University of Ibadan
One Delegate of the University of Nigeria, Nsukka
One Delegate of the University of Ife
One Delegate of the Ahmadu Bello University, Zaria
The Delegate of the National Educational Research Council
Two Delegates of the WAEC
The Delegate of the NECA Training Committee
One Delegate from any other University or Institution in any country which is actively cooperating in the execution of the CESAC programme.

All academic members of the Centre will attend the meetings of the Board as observers.

The Advisory Board should be called into session at least once a year, to help the Centre to keep in contact with the Nigerian situation.

The Duties of the Academic Members of the Centre

10. Each academic member of the Centre will normally be required, besides devoting himself to research relevant to the programme of the Centre, to teach one course closely related to

his research. This course does not have to be given at the University itself. Quite to the contrary, if the member is actively engaged in, say, improvement of Craftsmen Education, his course must be given at a craftsmen training institution. The aim is to assure close contact of his research with reality. If an experimental project is set up by the Centre within the member's area of interest, it will be his duty to supervise it.

11. It will also be the duty of the Centre to hold seminars and lectures on comparative education as a service to the College of Education, within a restricted maximum agreed upon by the Executive Committee.

The Executive Committee

12. The Executive Committee of the Centre will be composed of:

The Provost of the College of Education
The Director of the Centre
The Ford Foundation Advisor to the Centre
The Executive Secretary of the Centre (non-voting)

The Executive Committee will see to it that the policies of the Centre are properly carried out. It will also supervise the expenditure of the funds withheld by the Ford Foundation and administered by the Ford Foundation Advisor on behalf of the Foundation. The official designation of such funds is "withheld for a Foundation-Administered Project". Those funds are disbursed by

the New York Ford Foundation Office, according to established Foundation procedures.

The International Evaluation Panel

13. At least once every two years a panel of internationally renowned Educators, Scientists and Technologists should be invited to Nigeria for a session in order to evaluate and criticize the past activities of the Centre and to advise on the planned programme of the Centre. It is hoped that the Ford Foundation will provide special funds for this purpose.

May 1967

APPENDIX J

THE WEST AFRICAN EXAMINATIONS COUNCIL (WAEC)

The West African Examinations Council (WAEC), founded in 1953, is an international education and professional testing body serving its four member countries: Nigeria, Ghana, Sierra Leone, and the Gambia. The primary function of the Council is to provide certificates of educational achievement based upon syllabuses which are approved by the Council. The present systems of education in the Council's member countries were adapted from the British system, in which the secondary school instruction is geared to examinations conducted by an examining body external to the school system. Since establishment in 1953, the West African Examinations Council has been gradually assuming examination functions earlier performed by British examining bodies. The Council has grown from an initial graduate staff of five (1953) to sixty (1966). The Headquarters Office is in Accra, and subsidiary national offices are in Accra, Lagos, and Freetown. There is also a London Office, and in Lagos the newly established Test Development and Research Office. The Council serves The Gambia through its Ministry of Education; a separate office will be established there whenever justified by the volume of testing. The chief officer of the Council is the Registrar (J.A. Cronje), based at

the Headquarters Office in Accra. Reporting directly to him are five officers: the Senior Deputy Registrar of the Lagos Office (C. Modu), the Director of TEDRO (V. Cieutat), the Deputy Registrar of the Accra Office (T. Boatin), the Senior Assistant Registrar of the Freetown Office (L.J. Pratt), and the London Representative (B.A. Brown).

The single most important examination of the Council is the Joint Examination for the West African School Certificate and the General Certificate of Education. This examination is given to candidates who have completed five years of secondary school; it is based on subject syllabuses common to all the Council's member countries. Successful candidates may receive either the West African School Certificate (WASC) or the General Certificate of Education at the Ordinary Level (GCE/O Level). The WASC requires successful performance in a group of subjects. The GCE/O Level is a "single subject" examination in which the results of each subject are simply reported and no special combination of subject papers must be passed. In 1966, more than 30,000 candidates sat for this examination. Papers for GCE/O Level, administered in June and November each year, are developed and marked entirely in West Africa. In 1966, responsibility for the examination was for the first time entirely in the hands of the Council, the London and Cambridge examination syndicates shifting to advisory roles.

Other examinations administered by the Council for schools include the Ghana Middle School Leaving Examination (given to 52,000 condidates in 1966) and secondary school entrance examinations (given to 180,000 applicants in 1966).

The General Certificate of Education, Ordinary Level (London) is administered by the Council on behalf of the University of London Examinations Syndicate. It is a "single subject" examination open to "private candidates", i.e., students not enrolled in an approved secondary school, as well as to school candidates. In 1966 this examination was taken by 44,000 candidates. In addition, the Council conducts the London G.C.E. Advanced Level Examination and the Cambridge Higher School Certificate which are respectively single subject and grouped subjects examinations taken on completion of two years of Sixth Form. Both are set and marked primarily in the United Kingdom; however, the Council is preparing to assume responsibility for these examinations in the next few years.

The Council also administers both the entrance and the certificate examinations for teacher training institutions in Ghana and Nigeria. The certificate examination (Grade II) was taken by 16,000 in 1965.

Technical and commercial examinations are administered

by the Council on behalf of the United Kingdom examining bodies. The Council is, however, in process of revising the examination syllabuses and assuming full control over these examinations.

Public Service and Military examinations are also conducted by the Council on a limited scale in Ghana, Sierra Leone, and Nigeria. The Council also conducts a large number of small special examinations on behalf of other examining bodies.

APPENDIX K

THE LAW OF COPYRIGHT AS APPLIED IN NIGERIA

In Nigeria copyright is governed by the English Copyright Act, 1911 (1 and 2 Geo v.c. 46), which was extended to what is now the Federation of Nigeria by virtue of Section 25 of the Act and two Orders in Council made under Section 28 of the same Statute. The Act was modified by the Copyright Act (Cap. 40 of the Laws of the Federation of Nigeria) which enabled the application of section 14 of the United Kingdom Copyright Act, 1911, to the importation into Nigeria of works made out of Nigeria and empowers the Board of Customs and Excise to perform the duties and exercise the powers imposed or given to the Commissioners of Customs and Excise of the United Kingdom.

2. Although the (Imperial) Copyright Act, 1911, had been repealed by the subsequent (U.K.) Copyright Act of 1956, paragraph 41 of the 7th Schedule to the 1956 Act still left the 1911 Act to continue to apply to the former British possessions.

3. The salient feature of the Copyright Act, 1911, is that it provides protection of the copyright owner against unauthorised uses of his works, except in cases where the Act itself restricts the protection in the public interest.

4. Section 1(2) of the 1911 Act defines the expression

"Copyright" and section 35 deals with interpretations of certain expressions used in the Act. For example, "literary work" includes maps, charts, plans and compilations. Section 5 provides that the author of a work shall be the first owner of the copyright therein and the right is deemed to be infringed when any person, who without the consent of the owner of the copyright, does anything the sole right to do which is by the Act conferred on the owner of the copyright.

5. Where a copyright is owned by one person, the term for which it subsists is the life of the author and a period of fifty years after his death. In the case of work of joint authorship, however, section 16 of the Act provides that the copyright shall subsist during the life of the author who first dies and for a term of 50 years after his death, or during the life of the author who dies last, whichever is the longer. But section 4 provides for cases where the owner of a copyright may be ordered to issue compulsorily a licence if it is considered that the work is being unreasonably withheld from the public.

6. Copyright subsists also in mechanical instruments such as records, perforated roles and other contrivances by means of which sound may be mechanically reproduced.

7. The owner of a copyright, whose right has been infringed, can avail himself of one or more of the following remedies--an

injunction or an interdict, an action for damages, accounts and such other remedies as may be conferred by law for the infringement of a right. He will also be deemed to be the owner of all infringing copies of any work in which copyright subsists, or of any substantial part thereof, and all plates used or intended to be used for the production of such infringing copies, and he may also take proceedings for the recovery of the possession thereof. Where the defendant pleads that he was not aware of the copyright, section 8 provides that the plaintiff shall not be entitled to any remedy other than an injunction or an interdict in respect of the infringement.

8. A draft Decree, by which our law would be home-grown and brought up-to-date, is now under active consideration by the Government, and should soon become law.

Nigerian Publishers Association
1 May, 1967

APPENDIX L

NIGERIAN PUBLISHERS ASSOCIATION

I. Secretary's Annual Report

Presented at the Third Annual Conference of the Association
At the British Council, Dugbe, Ibadan, on Saturday, 11 May, 1968

President, Honoured Guests, Ladies and Gentlemen,

It is with a mixture of pleasure and regret that I present to the Association at its Third Annual Conference this report of its activities during the past year. I say regret because, as everyone knows, it has been a year of war and so not the best of times. The unhappy situation has not allowed for a more vigorous programme of work, and a good many things have had to be left undone. However, in the face of all the unsettling reports, impending threats and many other uncertainties, the Association has been able to stir itself considerably to some action. This I am pleased to report to you.

1. Membership

Pilgrim Books Ltd. have formally enrolled with me as a member of the Association, bringing the total full membership now to twenty-five. This is an encouraging sign. I feel quite sure that when our present civil troubles are over other companies who are not yet registered full members of the Association (and they

are many) will see fit to join in with us.

2. Meetings

The NPA Council met five times during the past year--i.e., on 27 May, 1967, 19 August, 1967, 16 September, 1967, 15 November, 1967, and 30 March, 1968. The average attendance was maintained at five, as in the previous year.

3. I.P.A. Activities

Our membership of the International Publishers Association is now a fait accompli, and over the past year we have been making good use of this membership. In this connection I have been exchanging correspondence with the I.P.A. Secretariat and been receiving reports from it. These reports have been circulated to some members, and requests have been made to the Secretariat to send down more copies to be circulated to those members who have not yet got them.

The NPA was represented at the last IPA Educational Group Congress, held in Frankfurt during the October Book Fair, by Mr. Joop Berkhout. The report of the discussions there was made in IPA Educational Group Newsletter No. 9, available copies of which I have circulated to some members. In that Congress Mr. Berkhout recorded our belief in respect for copyright, and this contribution was specially mentioned in the report. The issue will form the subject of a paper to be presented later at this meeting.

As members we have also been obliged to pay our Educational Group Fee of 500 Swiss Francs. But due to the foreign exchange controls now operating in this country transactions in this connection have not been easy. Efforts are still being made to facilitate this payment, and it is hoped that in due course it will be made.

The 18th Congress of the IPA is taking place at Amsterdam in June this year. I circulated information on this to members last year, together with cards to be filled indicating willingness to attend. Only three cards were received, and these were forwarded to the Organizing Committee for the Congress. Today only one member has sustained his willingness, and his name has been recorded in the list of attendants at the Congress.

This attitude is not surprising because at the time the notices came in from the IPA Secretariat we were in the thick of circumstances to which I referred earlier in this address. However, it is hoped that in future the situation will improve.

4. The Nigerian Selling Price

This subject was discussed in considerable detail at the Second Annual Conference of the NPA (see minutes). It was recommended that Council take the matter up later with representatives of the Booksellers Association. Accordingly, an invitation was sent to the President of that Association to attend an NPA Council meeting with one other representative, but they never turned up.

The issue, however, has been tabled for discussion at this meeting, and to that end I have again invited representatives of the Booksellers Association to be present.

5. Copyright and Monopoly in Publishing

There has yet been no change in the Copyright Law of this country, and we are still operating the English Copyright Act of 1911. The Federal Government had taken up the issue and set up a panel to look into it, but nothing has come of it so far.

At our Second Annual Conference last year (see minutes), reports from the British Press were read concerning monopolistic arrangements made between a major British publishing company (represented on our membership) and some African governments, arrangements which were considered detrimental to the interests of other publishers and to the cause of free enterprise on the whole. The matter was discussed at length during the meeting. It was also taken up at a meeting of the NPA Council, where a draft memorandum condemning such monopolistic arrangements was read and discussed. Following amendments to the draft, a final memorandum was issued in the name of the Association and sent to Government agencies in this country and to both the domestic and foreign press.

Reports of the memorandum appeared in the Nigerian Press; one government has denied connection with any monopolistic agreements regarding publishing, and another has said it was studying

the matter. This is the situation so far here.

On the international scene, foreign governments (of the developed countries in particular) have expressed shock at and dissatisfaction with monopolistic practices in this regard and any efforts to jeopardise copyright material. A report of these developments is contained in a paper which I have entitled "The Copyright Question and Nigeria", to be read later at this Conference.

6. Duty on Paper

It had been a constant source of inconvenience to publishers to have to apply for a refund of duty paid on paper they imported into this country. For this reason, individual efforts had had to be made to secure official exemption from payment of any duties. Mr. Iwerebon finally got it after a long struggle.

Recently the Federal Government issued a gazette notice giving general duty-relief on paper to "manufacturers" of educational books. Mr. Iwerebon, whom the Association had requested to explore the avenues for joint representation to the government for duty-relief, contended, in the last NPA Council meeting to which he was invited, that the word manufacturers was ambiguous and should be clarified by the government; his fear was that printers could take advantage of this concession granted us and issue saleable stationery with paper they had got duty-free, and this would not only be disadvantageous to the public economy but also might

jeopardise publishers' possession of this concession.

Council therefore asked Mr. Iwerebon to compose a draft letter to the government making his points. He will be reading the letter here when that issue on the agenda comes to be discussed. Representation from the printers is also expected at this meeting, and their case will be given a hearing.

7. Nigerian Books in Print

This is to be a catalogue of books bearing Nigerian imprints. We had made the point to Philip Rappaport that, if the NPA should lend its name to the publication and take it over ultimately as its own job, then it should have a say on what was to come into the catalogue; beyond this, there was to be no collective responsibility, and each publisher was to be left free to send in his own list. This attitude arose from the fear generally expressed at the last annual conference that if the National Library was to be left to compile this list of Nigerian-produced books without reference to the Association many books would be included that would not properly reflect the creative and educational image of the country.

However, following an appeal from Mr. Rappaport, addressed through Chief Solaru, I circulated a notice to the general membership of this Association requesting individual publishers to send in their lists of Nigerian-imprint books. It has been noted that

the Nigerian Books in Print has been compiled and will soon be issued under the auspices of the Franklin Book Programs.

8. N.P.A. Magazine

Mr. Higo has had preliminary talks with the Daily Times who have tentatively accepted to do the magazine as their own responsibility to which we should only come in editorially. Certain members of our Council wondered if it wouldn't pay us to take complete charge of the magazine ourselves. It was therefore agreed by Council that a committee should be set up to probe the financial implications of the exercise. Circumstances and other pressing business have, however, not allowed us to pursue the matter further. It is my hope that during this new year definite progress will follow these tentative feelers put out by the Council.

9. Cognizance

It has also been a year in which more and more account was taken of our activities and our contributions to the cause of education appreciated. In this connection I am pleased to mention that the President, Mr. Higo, sat on the Organizing Committee of the Commonwealth Education Conference recently held in Lagos. Also, the Chief Federal Adviser on Education has recently set up a committee to administer the Elder Dempster Nigeria Independence Award, a cash prize for the best educational texts written by Nigerians, and the NPA Secretary is a member of this Committee.

There is no doubt that we shall be called upon more often than at the moment to play our part where educational planning and execution in this country are concerned.

10. War Relief Fund

The Association regards the current civil war as an unfortunate accident for this country and has felt a deep concern for the victims of the conflict while retaining a sincere faith in our eventual triumph over the present troubles besetting us. In this regard we have made available to the national headquarters of the Red Cross in Lagos the sum of 100 guineas towards the relief of the victims of the war. The presentation was made by a delegation comprising the President, the Treasurer, and the Secretary.

11. Miscellaneous Points

If time permits today, it would be a good idea for this conference to discuss three matters which the Council has deemed fit to refer to it.

The first concerns absentee representation at NPA Council Meetings. The issue came up when at one of the Council meetings an official from OUP sat in for Chief Solaru who was absent. Mr. Higo pointed out, and the meeting felt generally, that members of the Council did not sit on it as representatives of their companies but on the basis of what, at the time of their election, were considered their own personal capacities for membership of the Council.

Mr. Oyewole noted an absence of proper judgment before the clause was inserted in our "Objects and Regulations", and Mr. Higo has suggested an amendment to that clause.

The second is in respect of educational ethics. Mr. Kershaw, in one of our Council meetings, had pointed to an experience he had with a high education official who told him that any books written by Ibos would not be recommended for schools under his authority. Council condemned this attitude and decided to call upon this conference to reaffirm the Association's belief in strict ethical and non-discriminatory approaches to education in this country.

Finally, it has been discovered that certain booksellers were in the habit of trying to secure as large credits from publishers as possible by making to this publisher quotations of what they were supposed to have got from that publisher. Council thus decided to put the suggestion before the Conference that, to bring an end to these scare-tactics, publishers should exchange notes between themselves on what credits they offered to their accredited booksellers.

12. Conclusion

It is therefore clear that in spite of the general weather of crisis and uncertainty during the past year the Association did manage to get a few things done and to clear the ground for a num-

ber of others. One major task, I think, still remains for us--and that is to convince the essential authority or authorities for education in this country that we should be called upon to play a more meaningful role in education here.

In this connection I am thinking of government involvement in publishing. Thank God, those monopolistic scares that we hear of elsewhere in Africa are not so strong here. But we still have government publications agencies that turn out books and get them to be made required reading in the schools. Ordinarily, there would not be much wrong in a government's entering into a money-making enterprise--as a matter of fact, this is a good thing. But experience has shown that in these publications very little attention is paid to quality of both content and production. And even though publishers' books are also taken into consideration we must admit that no government will find it easy to grant preferences over its own efforts: for in this case it has decided that there is a gap worth filling and has set about to fill it.

The textbooks in question may not be very many and are at present largely limited to indigenous language readers and the like. But I think the tendency should be discouraged--or at least regulated--at this point. I believe that governments and publishers should supplement one another in planning for education, but that where a government recognizes any need the thing to do would be to

put out, as it were, 'tenders' to publishers generally for text-books to satisfy the need. If the government still elects to publish--all right. But it should recognize that the ultimate challenge is not just to turn out things, but to turn out the right things, because here the education of the child is in question. So the government should try to get people properly trained to handle the production. Having decided to bring books out, they should also be prepared to have other publishers' works compete in the market without any discrimination--and in this connection recommendation panels should be set up quite independent of government authority. But what government, having spent all the money in bring a book out, can afford to be told that that book is still not good enough? It cannot therefore be overemphasized that in this regard quality comes of healthy competition among publishers and that overall good education for our children is a much greater good than the meagre profit that may be gained from some of these books over which sufficient care is hardly taken.

I would like to take this opportunity to thank the British Council for allowing us use of their hall for this conference. I wish also to thank those of our guests present here for honouring the invitation and hope that they will enjoy our deliberations today.

I have served the Association as Secretary for one year,

but I regret to announce that I do not wish to be reconsidered for the office any longer. I have enjoyed doing the work and sincerely promise to keep on giving my cooperation in the interests of the Association, but I think that someone else among us should be given the opportunity to make his own contribution. I thank each and every one of you in turn for the cooperation I have received during my tenure of this office and wish the new executive a good deal of success.

Isidore Okepwho
Secretary

II. Resolution of the Nigerian Publishers Association

8 December, 1965

Dear Sir:

I was requested by the Nigerian Publishers Association to forward to you the following resolution passed at its last meeting held recently in Ibadan:

"that the members of the Nigerian Publishers Association sitting at a special meeting of the Association held in the British Council Hall, Ibadan, on Friday, November 26, 1965, hereby unanimously resolve:

i. that the Nigerian Publishers Association is dedicated to the satisfaction of the book needs of Nigeria;

ii. that in doing so it accepts the existence of free enterprise as a guiding principle;

iii. that it welcomes the establishment and encouragement of indigenous publishing houses;

iv. that it regards as immoral and unethical and not in the best interests of educational publishing, nor indeed of education itself, any arrangements which may as a corollary establish a monopoly in the publishing, use, prescription, or adoption of school textbooks in any part of Nigeria as a result of any kind of agreements between a publisher and a government or any of its agencies;

v. that the Nigerian Publishers Association enjoins all its members to observe the highest code of conduct in the fulfillment of the Associations's objectives; and

vi. that this resolution be given the widest publicity possible."

The Association respectfully solicits your cooperation in the implementation of this resolution.

An acknowledgment of the receipt of this letter will be greatly appreciated.

Yours faithfully,

'Femi Oyewole
Secretary
Nigerian Publishers Association

III. Members of Nigerian Publishers Association

1. African Education Press
   c/o Dr. Babatunde Williams
   University of Lagos
   Department of Economics
   Yaba

2. African Universities Press
   A.U.P. House
   P.O. Box 1287
   Lagos

3. Book & Press Distributors
   (Nig.) Ltd.
   c/o Mr. R. Griffin
   P.M.B. 3445
   Lagos

4. Cambridge University Press
   P.O. Box 33
   Ibadan

5. C.M.S. (Nigeria) Bookshops
   c/o Mr. C.O. Odugbesan
   P.O. Box 174
   Lagos

6. Daily Times of Nigeria Ltd.
   c/o Mr. E.A. Jaja
   3 Kakawa Street
   P.O. Box 139
   Lagos

7. Daystar Press
   c/o Rev. Canon John Stevens
   Daystar House
   P.O. Box 1261
   Ibadan

8. Evans Brothers of Nigeria Ltd.
   c/o Mr. Joop Berkhout
   13 Maja Avenue
   P.O. Box 5164
   Ibadan

9. Falafin Publishers
   c/o Mr. Olasiji Layeni
   P.O. Box 415
   Yaba

10. Fola Bookshops & Publishers
    c/o Mr. M.A. Ola
    P.O. Box 151
    Abeokuta

11. Gaskiya Corporation
    c/o The Chairman
    Gaskiya Corporation
    Zaria

12. Heinemann Educational Books
    Ltd.
    c/o Mr. Aig Higo
    P.M.B. 5203
    Ibadan

13. Ibadan University Press
    c/o Professor J.F.A. Ajayi
    University of Ibadan
    Ibadan

14. John West Publications Ltd.
    c/o Mr. L.K. Jakande
    212 Broad Street
    P.O. Box 2416
    Lagos

15. Longmans of Nigeria Ltd.
    c/o Mr. Felix A. Iwerebon
    P.M.B. 1036
    Ikeja

16. Macmillan & Co. (Nigeria) Ltd.
    c/o Mr. Olu Anulopo
    Mokola-Oyo Road
    P.O. Box 1463
    Ibadan

17. New Nigeria Press
c/o Rev. E.A. Atilade
P.O. Box 263
Ebute Metta

18. Onibonoje Educational Press
c/o Mr. G.O. Onibonoje
P.O. Box 3109
Ibadan

19. Oxford University Press
c/o Chief T.T. Solaru
Oxford House
Iddo Gate
Ibadan

20. Pilgrim Books Ltd.
P.O. Box 139
Lagos

21. Thomas Nelson & Sons Ltd.
c/o Mr. G.A. Alawode
P.O. Box 336
Apapa

22. University of London Press
c/o Mr. C.M. Kershaw
P.O. Box 62
Ibadan

23. William Collins Sons & Co.
c/o Mr. Olaiya Fagbamigbe
11 Methodist Church Road
P.O. Box 14
Akure

IV. Other Publishers Who Are Not Members of the Association

1. Design Productions W.A.
c/o Mr. Tayo Aiyegbusi
23 Ikorodu Road
Yaba

2. Enterprise Development Company
c/o Mr. B.A. Idris
P.O. Box 1284
Lagos

3. Etudo Press
c/o Mrs. E.A. Etudo
P.O. Box 310
Onitsha

4. Fakunle Major Services Press
3-7 Fakunle Street
P.O. Box 97
Oshogbo

5. Gaskiya Press
c/o Mr. Tunde Lawrence
Industrial Estate
Yaba

6. Guinea Coast Publications
c/o Mr. M.F. Onipede
Yaba Academy
P.O. Box 4
Yaba

7. International Press
c/o Mr. C.N. Nwako
P.O. Box 263
Aba

8. Tabansi Enterprises
c/o Mr. F.N. Tabansi
P.O. Box 243
Onitsha

9. Nigerian National Press
c/o Mr. Abiodun Aloba
Malu Road
P.M.B. 1154
Apapa

10. Northern Nigerian Publishing Co.
c/o The Chairman
Gaskiya Corporation
Zaria

11. Varsity Press
c/o Mr. F.C. Ogbalu
13 Central School Road
Onitsha

12. Scientific & Literary Publishing Co.
c/o Dr. V.O. Awosika
Estate Clinic
Ikeja

13. Town and Gown Publishers
c/o Dr. J.E. Adetoro
University Road
Akoka
Yaba

APPENDIX M

INSTITUTE OF MASS COMMUNICATION, UNIVERSITY OF LAGOS

In order to foster true democrary in Nigeria and to ensure rapid social and economic development in the country through public enlightenment, the need to establish in Nigeria an institution for the education and professional training of journalists has long been felt. When the University was established in 1962, it was one of the needs that received her first attention, but the authorities decided wisely that a school of journalism should not be started until courses are available in the social sciences and the humanities. This was to ensure that the students of journalism would have a good professional training and a broad-based education.

In the academic year 1966-7, an Institute of Mass Communication was established. The first intake consisted of six students in their fourth and final year transferred from the University of Nigeria, Nsukka, as a result of the national crisis. A suitable course was devised, and the students graduated in June, 1967. All successful were immediately employed by the National Press and Government Information Services.

The Institute proposes a three-year undergraduate course leading to the award of an Honours Degree. In addition, there will be one-year diploma courses specially tailored to suit the needs of

postgraduate students or of practising journalists who had no university background. Both the degree and the diploma students will receive regular courses in certain academic subjects and will be offered an ample opportunity of obtaining the theoretical and practical training to enable them to serve in a good capacity on the Press, a broadcasting service, or a public relations firm.

For the academic year 1967-8 forty students are registered for the one-year Diploma Course.

APPENDIX N

REPORT OF THE MEETING OF THE NATIONAL COMMITTEE FOR NEW ADULT LITERATE READERS SET UP BY FRANKLIN BOOK PROGRAMMES, INC., NIGERIA

1. Place of Meeting

Federal Ministry of Education Conference Room, Lagos.

2. Date and Time of Meeting

Saturday, March 12, 1966, at 9:00 a.m.

3. Chairman

Mr. S. J. Cookey, Ag. Chief Federal Adviser in Education.

4. Attendance

Ministry Officials

1. Mr. S. J. Cookey, Ag. Chief Federal Adviser in Education
2. Mr. F. E. Archibong, UNESCO National Commission
3. Miss A. Akpabot, Textbooks and Publications Division

Guest Speakers

4. Dr. Mushtaq Ahmed, UNESCO Specialist, Extra-Mural Department, University of Ibadan
5. Mr. E. S. J. Moses, Ag. Adviser Post Secondary Education
6. Mr. S. H. O. Tomori, Extra-Mural Department, University of Ibadan

Members of the Committee

7. Mr. Sola Sosanya, Ministry of Education, Lagos

8. Mr. A. Akapo, Ministry of Labour and Social Development, Ikeja
9. Mr. S. O. Familusi, Ministry of Labour and Social Development, Ikeja
10. Alhaji Abdulrahman Obayemi, Ministry of Information, Kaduna
11. Mallam Abdulmalik Mani, Ministry of Information, Kaduna
12. Mr. M. A. Nezianya, Ministry of Trade and Industry, Benin
13. Mr. Enwinma Ogieriakhi, Ministry of Education, Benin

On Invitation

14. Mr. J. A. Olayomi, L.C.C. Education Officer (Textbooks Division)

Franklin Directors

15. Mr. 'Femi Oyewole, Franklin Director, Lagos (Secretary)
16. Mr. John Iroaganachi, Franklin Director, Enugu
17. Mr. Mustafa Zubairu, Franklin Director, Kaduna

In Attendance to Take Minutes

18. Miss Yinka Coker

Apologies for Absence From

1. Mr. F. U. E. Ikpee, Ministry of Internal Affairs, Enugu
2. Mrs. V. Ugorji, Ministry of Internal Affairs, Enugu

5. Introduction of Members

Before the Chairman opened the meeting with his opening address, Mr. 'Femi Oyewole, Managing Director of Franklin Book Programmes, Lagos, introduced and welcomed to the meeting all

members present at the meeting--the Ministry Officials, the Guest Speakers, members of the Committee, invitees, and the Franklin Directors at Enugu and Kaduna.

6. Chairman's Opening Address

First, the Chairman brought apologies from the Permanent Secretary, Federal Ministry of Education, for his inability to attend and address the meeting owing to a sudden call to Ibadan on that day. He would therefore be giving both the Chairman's opening address and the Permanent Secretary's address. Continuing his address, the Chairman outlined two aims of Adult Education--to help some people to have the education they missed, and to help other people to complete their education.

Three-quarters of the world population are under-housed, under-clothed, under-fed and illiterate. There is illiteracy even in civilised countries of the world. Adult literacy would wipe out these evils and improve society. World bodies have recognised the problems posed by adult literacy all over the world and have tackled the problems on many fronts. He closed by paying tribute to the work being done on adult literacy by the different bodies--the United Nations, for giving adult education priority attention; UNESCO, for its master plan to eradicate illiteracy in different parts of the world; to the University of Ibadan, for the work being

done at the Institute of Adult Education; and, to Franklin Book Programmes, for the steps they are taking to provide readers for adult literates.

7. Address by Franklin Managing Director, Lagos

Mr. 'Femi Oyewole, the Managing Director of Franklin Book Programmes, Lagos, then addressed the meeting on the purpose and functions of the organisation and the background to the summoning of the meeting. Copies of his address were distributed to members present. In his address, among other things, he called on members of the Committee to define in more definite terms the terms of reference of the Committee.

8. Mr. Mushtaq Ahmed's Address

Mr. Ahmed, the UNESCO expert on Adult Literacy in the Extra-Mural Department of the University of Ibadan, opened his address by paying tribute to Franklin Book Programmes for taking interest in adult literacy readers. He disclosed that UNESCO, in conjunction with the Federal Government of Nigeria, had set up the Institute of Adult Education which would serve the whole of West Africa. Investment in Adult Education, he continued, is a pre-investment in the economic development of the country. Even though there is no concrete proof to show that the literate farmer or factory worker is better than an illiterate farmer or factory

worker, research still goes on to prove it.

At the present moment, UNESCO is using the intensive and the selective approach, whereby areas where motivation exists are selected for intensive literacy programmes. Already three countries have been selected for this type of programme; they are: Mali, Iran and Algeria. Nigeria, too, has applied for consideration for the project.

When the project begins in Nigeria, thousands of classes will be run, special types of books will be required, and they will be required in the thousands. These books will cover several fields connected with the social and cultural development of the people.

Small projects in villages are now being conducted in Nigeria to show how literacy can be coordinated with agriculture, cooperatives, village community development, etc., and to involve the Ministries in charge of these activities in the overall literacy programme.

Several problems are to be considered in the provision of literature for adult literates. Some of these are:

i. Whether the reading level of the new literates is high enough to understand books to be written for them in the fields of agriculture, local government, industry and culture of the country;

ii. Whether the buying power of the new literate is adequate. If his buying power is low, then this will affect the production and the cost of books published for him;

iii. Whether the titles of the books are suited to the interest of the people. Do they like stories or something more serious, e.g., health books, books on family life, sex education, etc.?

iv. Whether the distribution machinery is really good enough. Are the books advertised well enough? If book vans are sent to literacy classes, what is the frequency of the visits? Is it adequate?

v. Whether some titles of the books are so old and have been shown so often for so many years that they no more attract interest and therefore new titles are necessary.

Before concluding his address, Mr. Ahmed gave a few tips on book production to Franklin Book Programmes and to publishers who would be publishing these books:

i. First, make a study of the reading interests of the people. This can be pursued by Franklin Book Programmes getting up a suitable questionnaire to be distributed in literacy classes to literates just before qualifying. Their opinion as well as that of the tutors is very important in this study.

ii. The writers of the books need certain amount of training and guidance. Books written must be readable in depth, content and presentation; they must be easy to read, interesting to read, and technically correct.

iii. In the writing of technical books, e.g., on agriculture, health, science, etc., a marriage between the technical specialist and the writer is necessary.

iv. A perfect system of distribution must be evolved.

He concluded by saying that books published must inculcate in the new adult literates the feeling of pride of belonging to one nation.

9. Address by Mr. E. S. J. Moses, Ag. Adviser Post Secondary Education

Mr. Moses then gave an account of the proceedings at the last UNESCO World Congress of Ministers of Education in Tehran on the eradication of illiteracy. He made the following points in his address:

i. There are no less than 1,000 million illiterate and semi-illiterate men and women in the world;

ii. It was generally agreed at the Congress that the total eradication of illiteracy was fundamental to the solution of our most important social and economic problems;

iii. That in this task of eradication of illiteracy, there is need for national and international action;

iv. That adults must be made literate in order to face the various scientific, technological, social, political, economic and cultural challenges of the world today;

v. In Iran, the problem is being solved in two ways:

(a) The institution for school leavers of a compulsory 2-year period of National Service which consists in the training in the use of arms and some form of community or social service. Many are enrolled in the Education Corps and are posted out to districts to serve as teachers in Adult Literacy centres.

(b) A part of Iran's military budget is devoted to adult literacy work.

vi. It was generally agreed that literacy should be "functional," e.g., should imply more than a rudimentary knowledge of reading and writing, but should fit the adults made literate for a place in the social and economic structure of their country; women are not to be left behind;

vii. It was the general feeling that adult literacy plans should be integrated with the national educational system;

viii. It is desirable that governments should legislate to make schooling obligatory so as to wipe out ignorance;

ix. It is desirable that the right type of personnel should be engaged in literacy work--they must undergo training for the job;

x. There is need for a wide variety of carefully prepared and well-chosen material, made accessible to newly-literates.

He concluded by announcing that UNESCO had introduced an experimental programme of eight pilot projects to be financed from the Special Fund, and that Nigeria had been chosen as one of the "laboratories" for trying out a project.

10. Address by Mr. S. H. O. Tomori

Mr. Tomori, lecturer at the Department of Adult Education and Extra-Mural Studies, University of Ibadan, was sent by Mr. Ayo Ogunseye, the Director, to deputise him. In his address, Mr. Tomori announced that the new Department of Adult Education and Extra-Mural Studies was opened in 1964 and it had started to offer teaching courses in Adult Education.

One of the most important aspects of their work is the research into what motivates adults to read. In a study conducted by them in this field, the following conclusions were arrived at in descending order of importance:

i. Practical necessity;

ii. Economic advantage;

iii. Status symbol;

iv. Religious motives;

v. Civic responsibility.

Another study already conducted is a review of the existing primers used in literacy work, and an attempt to prepare a new primer based on careful scientific study. Mr. Tomori circulated a new primer prepared by him on the basis of a preliminary study of Letter Frequency Count. This primer is now being tried out and the results compared with the existing ones. From available results so far, the new primer, though as yet imperfect, has been found superior to the existing ones.

Only 300 copies of the primer was printed for try-out. Franklin Book Programmes may come in to help with the publication after the material has been satisfactorily perfected and tried out.

Mr. Tomori paid tribute to the work of their consultant, Mr. Ahmed, with whom he works on this project.

In conclusion, Mr. Tomori appealed to members of the Committee to send to them any problem they would like to be investigated, they would be delighted to carry out the investigation for them.

11. Discussion of the Preceding Address

A long discussion followed the address during which members

made valuable contributions to points raised by our guest speakers.

The following contributions were made:

i. Emphasis should be made in our report to our conviction that adult literacy should be integrated into the country's general educational system; and the attention of the government should be drawn to it. - Chairman.

ii. A Joint Consultative Council (J.C.C.) for Adult Education should be set up on the same lines as the existing J.C.C. for Education. - Chairman.

iii. For uniformity and efficiency of administration, Adult Education should be handed over to the Ministries of Education in all provinces of the country. At present, it is handled by no less than five different Ministries in the different parts of the country. - Mr. 'Femi Oyewole.

iv. A Workshop should be organised by the Institute of Adult Education for would-be writers to train in the writing of literature for adult literates. - Mr. Ahmed.

v. The problem of language orthography existing in certain parts of the country should be looked into. - Mr. Ogieriakhi.

vi. In this connection the old Local Literature Bureaus which were formed in pre-1960 years to translate books into the vernacular languages, should be resuscitated. - Mr. Iroaganachi.

vii. Religious organisations interested in Adult Education and who have done a lot in literacy work should be given due consideration in any national scheme on adult literacy. - Mr. Sosanya.

viii. It would be desirable for the government to continue to subsidise the production of literature for literacy work as in the past, otherwise prices of these books would be too high and beyond the means of the class of people for whom they were written. - Mr. Iroaganachi.

12. Reports from the Provinces

Lagos. Mr. Sosanya, speaking for Lagos, reported that

Lagos depended on the Western Provinces for adult literacy literature as Lagos was once part of Western Nigeria sharing the same adult literacy programme before they were separated. A written report had been submitted earlier.

North. Mallam Abdulmalik Mani, reporting on adult literacy work in the North, said that the supply of follow-up reading materials for new literates was vested in the Vernacular Publication Section of the Ministry of Information. Hitherto books were distributed free to new literates; new publications would have to be sold.

Alhaji Obayemi followed this report with a short report on the work of the Public Enlightenment Division of the Ministry of Information. A written report had been submitted earlier.

East. As neither of the two delegates from the East was present, Mr. John Iroaganachi, Franklin Director, Enugu, remarked that the problems of adult literacy work in the East were identical to those in the other provinces. He added that in the East there were two sections--men's and women's sections. No report was submitted by delegates from the East as requested.

West. Mr. Familusi, reporting for the West, submitted that work on adult education had been greatly hampered by its frequent transfer to different Ministries. It had in turn been in the charge of the Ministry of Health and Social Welfare, the

Ministry of Social Welfare and Community Development, the Ministry of Cooperative and Community Development, and now the Ministry of Labour and Social Welfare. He complained that there was no money available for distribution of newsletters among new literates. He gave useful statistical figures on adult literacy work in the West as follows:

No. of Centres	=	237
No. of Classes	=	398
Enrolment	=	7,236 (of which 5,563 finished)
No. of Literacy Certificates Awarded	=	4,249
Literature	=	2,253 (follow-up booklets distributed)
No. of Village Libraries	=	142
No. of Books	=	18,398
Estimated No. of Readers	=	8,947
Post-literacy Classes	=	1,683
No. of Instructors	=	96

A written report had earlier been submitted by the delegates.

Mid-West. Mr. Nezianya, reporting for the Mid-West, said that since the Mid-West broke away from the West, the existing literature in the West had been in continuous use in the Mid-West. No new ones had been produced. Mr. Ogieriakhi added that there

were two categories of adult education in the Mid-West--one for beginners and the other for continuing education. The former is handled by the Ministry of Trade and Industry (Community Development Section), the other by the Ministry of Education. In the continuing education section, adults are prepared for G.C.E. Examinations.

13. Summary

At this junction, the Chairman summarised from the foregoing addresses, reports and discussions the problems that would face a national adult literacy programme in this country as follows:

i. a realistic approach to the problem of orthography in certain parts of the country;

ii. the lack of funds--leading to the suggestion of government subsidy for the publication of books for adult literates;

iii. proper approach to the techniques of producing adult literate books, putting into consideration the reading level and buying power of the readers, adequacy of titles, etc.;

iv. evolution of efficient distribution machinery if the books produced are to reach all the people for whom they are written;

v. need for constant addition of new book titles;

vi. a research by means of questionnaires into the fields of interest of the readers;

vii. the need to train teachers in the techniques of adult literacy work;

viii. the need to train writers to write books for this class of people;

ix. the study of motivation in the readers;

x. training facility at the University for teachers in the field;

xi. the need to get all Ministries connected with community development, e.g., Education, Health, Social Welfare, Internal Affairs, Information, etc., not only interested in adult literacy, but to participate actively in literacy work.

xii. the need to integrate adult education in the overall national programme for education in the country.

14. Resolution

It was recognised by the Committee from the foregoing problems that there was immediate need for action to be taken at a national level to tackle these problems. It was also found necessary to regularise the national committee and obtain government's blessing for future meetings.

It was therefore resolved that a small committee be set up to draft the terms of reference of a permanent National Committee on Adult Literacy to be proposed to the Federal Government. Such a national committee should be representative of all interests connected with adult literacy in the country--civil servants, writers, publishers, missionaries, universities, etc. The terms of reference should also reflect the setting up of sub-committees at provincial levels as suggested by Franklin Book Programmes.

The following members were asked to serve on the committee:

1. Mr. S. J. Cookey (Chairman and Convener)

2. Mr. Mushtaq Ahmed

3. Mr. Sola Sosanya

4. Mr. A. Akapo

5. Miss Anne Akpabot

6. Mr. 'Femi Oyewole

15. Closing

Mr. Oyewole, on behalf of Franklin Book Programmes, moved a vote of thanks to the Chairman, guest speakers, the Ministry officials, and the invitees present at the meeting, and invited them all to luncheon at the Bristol Hotel.

After thanking Franklin Book Programmes for initiating this committee, the Chairman declared the meeting closed at 2:00 p.m.

'Femi Oyewole
Franklin Book Programmes, Lagos
Secretary to the Committee

APPENDIX O

MEMBERS OF LAGOS-WESTERN REGIONAL COMMITTEE FOR THE PRODUCTION OF READING MATERIALS FOR NEW LITERATES

1. Chief J. F. Odunjo
   Alawiye House
   Mokola-Oyo Road
   P.O. Box 1297
   Ibadan

2. Mr. M. A. Maliki
   9 Rabiatu Idowu Street
   Isolo Road
   Mushin

3. Mrs. A. A. Oworu
   Ministry of Education
   Adult Education Dept.
   61 Broad Street
   Lagos

4. Mr. J. Ade Olayomi
   L.C.C. Education Office
   2 Keffi Street
   Obalende, Lagos

5. Rev. E. A. Atilade
   Box 263
   Ebute Metta

6. Mr. A. Akapo
   P.M. Bag 1083
   Ikeja

7. Mr. S. Sosanya
   Education Office
   8 Tinubu Street
   Lagos

8. Mr. J. S. Ogunlesi
   Box 311
   Ibadan

9. Mr. Tai. Solarin
   Mayflower School
   Ikenne

10. Mr. J. T. Ayorinde
    Box 13
    Ede

11. Mr. S. H. O. Tomori
    Extra-Mural Department
    University of Ibadan
    Ibadan

12. Mr. Mushtaq Ahmed
    Extra-Mural Department
    University of Ibadan
    Ibadan

13. Mr. A. M. Olajide
    Principal C.D. Officer
    Ministry of Social Development
    Ibadan

14. Mrs. J. E. Kehinde
    Women Community Development T. Centre
    Ibadan

15. Mrs. R. O. Johnston
    Ministry of Education
    W.T.C.
    Abeokuta

16. Chief J. O. Fagbemi
    Baptist Mission
    P.O. Box 870
    Ibadan

17. Chief J. A. Ayorinde
NW 6/105 Ayorinde Street
Ekotedo-Race Course Area
Ibadan

18. Alhaja H. M. Sodeinde
L.C.C. Education Office
Keffi Street
Obalende, Lagos

19. Dr. S. A. Babalola
University of Lagos
Lagos

20. Mrs. O. Sosanya
L.C.C. Education Office
Keffi Street
Obalende, Lagos

21. Mr. J. E. S. Ogunji
Roman Catholic Mission
Ado-Odo

22. Mr. E. O. Yemitan
N. B. C. Television
Ikoyi, Lagos

23. Mr. J. A. Ajijedidun
N. B. C. Television
Victoria Island
Lagos

24. Mr. O. A. Akinsemoyin
P.O. Box 615
Lagos

25. Mr. F. Durosinmi-Etti
Fed. Ministry of Education
Lagos

26. Mr. Adebayo Faleti
W.N.T.V.-W.N.B.S.
Ibadan

APPENDIX P

REPORTS ON FRANKLIN SCHOOL LIBRARY PROJECTS

I. Report of the Lagos Consultative Committee on Franklin Book Programmes--Proposal for a School Library Project in Nigeria Held at Bristol Hotel, Lagos, on July 27, 1966

Attendance

1. Alhaji F. A. Durosinmi-Etti, Adviser, Teacher Training, National Ministry of Education, Lagos (Chairman)
2. Miss Margaret Gentle, Ministry of Education, Lagos
3. Miss A. Akpabot, Ministry of Education, Lagos
4. Mr. S. O. Ishola, Ministry of Education Library Service, Lagos
5. Mrs. A. O. Omoni, Ministry of Education Library Service, Lagos
6. Mr. A. M. Fagbulu, Ministry of Education, Ibadan
7. Mr. J. A. O. Sofolahan, Ministry of Education, Ibadan
8. Mr. Philip Rappaport, National Library Adviser, National Library, Lagos
9. Mr. Michael Briggs, National Library, Lagos
10. Mr. G. E. Maxim, Chief Librarian, Yaba College of Technology, Yaba
11. Mr. J. O. Fadero, Librarian, Yaba College of Technology, Yaba
12. Mr. W. C. Salima, Lagos City College, Yaba
13. Mr. H. E. R. Ozegbe, Lagos City College, Yaba
14. Mr. 'Femi Oyewole, Franklin Managing Director (Convener and Secretary to the meeting)

Apologies for Absence

1. Chief S. O. Awokoya, Chief National Education Adviser
2. Mr. E. E. O. Akpofure, Principal, King's College, Lagos
3. Mrs. Toun Ogunseye, Institute of Librarianship, University of Ibadan
4. Mr. Thomas Wilson, UNESCO Chief of Mission
5. Mr. John Iroaganachi, Franklin Managing Director, Enugu
6. Mr. R. A. Areje, Chief Librarian, Regional Library, Ibadan

Report

The following is a report of the main conclusions arrived at with respect to the different sections of the project.

1. Present Position of School Library Service in Nigeria

It is generally agreed that there is a great need for technical aid for a school library project in Nigeria. Work being done in the field by the UNESCO, the School Library Services in the different Groups of Provinces, and the Regional Libraries, is recognised, deeply appreciated and well applauded, but it is generally agreed that there is room for help from other agencies; and so a proposal from Franklin Book Programmes is most welcome. The stage reached by these agencies could be used as a starting point.

It is also agreed that whatever school library project Franklin may embark upon, it should be a country-wide project, as school library projects launched so far by other agencies have been localised efforts. There is a great need for co-ordination of efforts.

2. Definition of Needs

The committee is in agreement with the areas defined in the proposal and recognises four areas of need in the school library service in Nigeria:

i. lack of trained personnel;

ii. paucity of school libraries;

iii. shortage of library books; and,

iv. need to create posts of school library consultants.

The discussion is then centred around these four areas of needs defined and the proposal is examined with respect to them.

3. Training of School Library Personnel

The idea of series of workshops for teacher-librarians and library clerks meets with the general approval of the committee, and the following arrangements based on the proposal but slightly modified in certain respects are recommended:

(a) Organisation

It is agreed:

i. that a National Advisory Board for School Libraries be formed, consisting of Nigerian professional librarians and Ministry of Education officials drawn from all over the country, to plan and direct the school library service in the country;

ii. that committees be set up by the National Advisory Board to organise the workshops;

iii. that these committees should be drawn from outstanding Nigerian Library Specialists, including professional librarians, school library organisers, library advisers and consultants, and

University Lecturers in the Institutes of Librarianship. It is felt here that there is no need for the importation of British and American Library specialists to help with the organisation of the workshops but that such specialists as Franklin Book Programmes might be willing to send would be welcome as observers.

(b) Time and Duration of the Workshop

It is agreed:

i. that the best time for running the series of workshops should be during the vacation; and,

ii. that the one week suggested in the proposal for the duration of the workshop is not adequate, but that 10 days or 2 weeks should be the minimum duration.

(c) Centres for the Workshop

It is agreed:

i. that the selection of centres for the workshop should be left to the Advisory Board;

ii. that in selecting centres, account should be taken of the availability of experts, accessibility to participants, and proximity to a very good library, whether school or public, which could be used as a model for purposes of the workshop;

iii. that the Universities and other institutions with excellent library services should be considered in selecting centres for the workshops.

(d) Workshop Course Fees

It is agreed in principle:

i. that whatever financial aid is given to this project, there must be Nigerian financial participation;

ii. that fees should be charged for the workshop on per capita basis;

iii. that such fees should be paid by schools sponsoring participants to the workshops either from the school library funds, or from other funds the schools may draw upon.

(e) Selection of Participants

It is agreed:

i. that at present the proposal should be restricted to secondary schools and teacher training colleges;

ii. that the criteria for selection of participants for training at the workshop should be defined by the Advisory Board;

iii. that eligibility of a school to sponsor participants may be based on a minimum size of library to be defined by the Board;

iv. that a minimum academic qualification and length of experience in school library service should be set up by the Board in selecting participants;

v. that the readiness of a school to pay the course fees should be one of the criteria for eligibility to send participants;

vi. that in selecting participants recognition should be given to the two classes of school library staff--the teacher-librarian and the library clerk--and their functions;

vii. that a questionnaire should be prepared and circulated to all schools concerned in order to collect above information.

(f) Objectives of the Workshop

The general objectives of the workshop as defined in the Franklin proposal are agreeable to the Committee. The committee would like to lay emphasis on the third objective of the list--the stimulation of interest in the up-grading of school libraries.

The objectives are:

i. stimulation of interest in the up-grading of school librarians;

ii. demonstration of the value and techniques of good library service;

iii. encouragement and support to those already committed to the development of school library service; and,

iv. provision of an occasion for full discussion of the needs for systematic development of school library service.

(g) Methods of Achieving these Objectives

The committee is in general agreement with the methods listed in the proposal to be applied in accomplishing the broad general objectives listed above. These include lectures,

demonstrations, exhibitions, etc. Details are to be left in the hands of the Advisory Board and the organisers of the workshop.

(h) Follow-up

It is agreed that in order to ensure that participants make good use of the training they have received in the workshops, definite follow-up programmes should be worked out by the Advisory Board.

The following are suggested:

i. preparation of a questionnaire to collect information on progress;

ii. frequent visits and on-the-spot training by school library travelling consultants (exact title to be decided by the Ministries of Education) to be appointed. See later recommendation;

iii. occasional evaluatory meetings of trained participants with the consultants;

iv. circulation of suggested list of library books to all schools from the Ministry of Education once a year.

While the committee agrees to be reconciled with the present position in which no extra grants-in-aid are paid by the governments towards school library staff salaries or extra allowances, it raises no objection to Franklin recommending in the report that it looks happily forward to the time when the governments will

recognise that the school library is no more a luxury but an essential service of the national education system, and therefore pay grants-in-aid towards salaries of full-time school librarians and library clerks, and extra allowances to teacher-librarians for additional responsibility, as an incentive to the full development of school library service in all schools of the country.

It is also agreed to recommend that courses in librarianship or library science should be introduced into the curriculum of all Advanced Teacher Training Colleges at both minor and major levels and made compulsory to all students, and when the staff is available, the facility should be extended to Grade II Teacher Training Colleges.

It is also agreed to recommend that in order to prevent misappropriation of government grants to schools for the library, library books may be centrally selected, purchased in large quantities at large discounts, catalogued, classified and distributed to schools.

4. Selection of Paperbacks

The proposal to select 100 paperbacks for use in training at the workshops, later to be donated to the participants for their schools, is welcomed by the Committee. It is, however, agreed to recommend:

i. that the selection should be made centrally by the workshop organisers and the books ordered a long time before the workshop;

ii. that paperbacks selected should be reinforced paperbacks to make them last; it is believed that if the edition selected is in ordinary paperbacks, a request could be made to the publishers to have the covers reinforced;

iii. that in order to prevent participants misappropriating the 100 paperbacks for personal use, the books should be donated directly to the school through the participants and the Principal of the school informed accordingly;

iv. that the number of paperbacks to be selected and later donated should be reviewed in view of the large number of schools that may be sending participants to the workshop; e.g., in the West alone there are 200 secondary schools.

5. Paucity of School Libraries

It is generally agreed that paucity of school libraries arises from two causes:

i. lack of funds; and,

ii. lack of recognition by most headmasters of the importance of school libraries.

It is also believed that grants given to schools for libraries and fees collected by schools for the library are not spent

on the library but diverted to other causes.

The Committee feels that in order to make the training and beneficial both to the participants and to their respective schools, Franklin Book Programmes should recommend in their proposals safeguards by which it can be ensured that library funds, from whatever source they may come, are devoted entirely to the development of the school library.

It is therefore agreed to recommend as one of the safeguards the appointment of travelling library consultants who would, in addition to their work, also inspect school libraries and see that Government grants and library fees charged by schools are used for the purpose.

It is also agreed to recommend that the Government should set up a minimum standard for school libraries to be attained by every secondary school.

6. Shortage of Library Books

The Committee feels that school teacher-librarians need guidance in the selection of books for the libraries, and such guidelines can be given by travelling school library consultants, and by the organisation of regular evaluatory meetings and workshops and such other follow-up programmes as may be recommended.

The Committee also feels that there is a great need for

books written by Nigerians, reflecting Nigerian cultural background and environment, and appeals to Franklin Book Programmes to pursue vigorously their training programmes for Nigerian educational writers; namely, writers groups and writers workshops. A lot of such books should be stocked in all our school libraries.

7. Need to Create Posts of School Library Consultants

This need has been identified in preceding paragraphs. The Committee feels that a single library consultant recommended by Franklin for the whole country would be most inadequate considering the size of the country and the amount of work involved.

It therefore recommends the appointment of at least one school library consultant, with experience in school library service, for Lagos, and for each of the Groups of Provinces, and the setting up of a school library division in all Ministries of Education in the country.

Further, the Committee recommends that in order to widen the experience of these consultants, Franklin proposal should include a programme of short overseas visiting courses for them.

8. Implementation of the Project

The Committee agrees with the order of implementation of the project suggested in the proposal with slight modification as

follows:

i. Consultation with the Nigerian professional librarians;

ii. Setting up of a National Advisory Board of School Librarians;

iii. Setting up of committees to organise the workshops;

iv. Selection of a representative collection of paperbacks;

v. Selection of dates and sites for the workshops;

vi. Circulation of questionnaires to schools;

vii. Preparation for the course;

viii. Follow-up.

9. Conclusion

It is the opinion of the Committee that if the whole effort of Franklin Book Programmes in implementing the finally agreed project is not to fail, it is essential that funds are made available for a proper follow-up of the project. To this end the proposal should include a strong recommendation to the Government to make such funds available.

'Femi Oyewole
Franklin Book Programmes, Lagos

II. Minutes of the Meeting of the Consultative Committee on Franklin Book Programmes School Library Proposals Held at Franklin Offices, Enugu, July 29, 1966

Members Present

Mr. S. C. Nwoye, Librarian, University of Nsukka (Chairman)
Mr. K. C. Okorie, Director of Library Services, Eastern Nigeria
Mr. G. N. Nwikina, Deputy Director of Library Services, Eastern Nigeria
Mr. 'Femi Oyewole, Managing Director, Franklin-Lagos
Mr. J. O. Iroaganachi, Managing Director, Franklin-Enugu
Mr. J. U. Uga, Secretary, Franklin-Enugu (took Minutes of the meeting)

Absent

Miss Mary Blocksma, Editor, E.N.S.L.A.-Bulletin, was away on tour
Mr. Mgbemena, Member of School Section of Library Association
Mr. Cleaver, Chairman of School Section of Library Association, Eastern Nigeria, was away on vacation leave
The Chief Inspector of Education, Enugu, or his representative

Apologies From

Mrs. Dorothy Obi, Sublibrarian, Enugu Campus
Chief Inspector of Education, Benin

Opening

The chairman, Mr. Nwoye, declared the meeting open at 5:20 p.m. He introduced the purpose of the meeting, viz,

(1) to review the Franklin Book Programmes Proposal for the School Library project in Nigeria; and,

(2) to make some comments on, and further suggestions to the proposal.

He invited Mr. Iroaganachi to throw further light on the proposal.

Mr. Iroaganachi reviewed the earlier visits and recommendations of Miss Walls in connection with Franklin's desire to help in the organisation and development of school libraries, and pointed out that the proposal as circulated was self-explanatory. He then invited the discussion of, and further suggestion, or amendment to the proposal to enable the Franklin-Nigeria directors collate all the views and recommendations from the various sections of Nigeria, and submit them to Franklin Book Programmes for necessary action. He assured the members that money would be found to implement any final recommendations made.

Then followed step-by-step examination and discussion on a number of problems raised in the proposal. These were summed up by Mr. Nwoye as bi-headed:

(1) the development and creation of school libraries;

(2) the training of school librarians.

It was noted that different groups of provinces had different problems in school library development, because of their different stages of development.

In the case of Western Nigeria and Lagos, 'Femi said they

were eager and willing to accept the proposal.

In the case of Eastern Nigeria, it was pointed out that already two workshops had been conducted on the lines of the new proposal, and that a third one would be forthcoming for one week as from August 21, 1966. At Mr. Oyewole's request the program for Eastern Nigeria was outlined, namely:

(a) the taking over when it is available, of the old library building at Advanced Teacher Training College, Owerri, by the School Section of the Library Association, as a training centre for school librarians;

(b) the running of workshops at the centre;

(c) setting up the model school library that is at present housed in the Regional library, at the centre;

(d) getting the Ministry of Education to agree to bear the cost of running the centre;

(e) to get the Ministry of Education to appoint a director of the centre. Such an officer would organise and supervise the school library system. He would also organise workshops at the centre.

It was pointed out that negotiation was still in progress for the implementation of (d) and (e).

What the school section wanted was active government participation in the project to ensure its continuity.

Mr. Nwikina, who was outlining the programme, informed Mr. Oyewole that the Ministry of Education had co-operated with the school section of the Library Association by circulating to all schools the recommended minimum standards for school libraries in Eastern Nigeria.

One of the reasons given for sitting the proposed Centre at A. T. T. C., Owerri, was the hope that the Ministry of Education might include in the college curriculum and encourage an active course in librarianship. Teachers graduating from the college would become school librarians in the schools they would teach. It was confirmed that such a course was being included in the curriculum of the University of Nigeria, for students as from 1966-67 session.

Summary of Recommendations

After more detailed discussion on the proposal, the following recommendations were made:

(1) A nationally-based school library development project is welcome and preferable to regional ones. This will make for easy co-ordination of all the efforts made for its implementation. It will also make for recognition and active participation by the National Government.

(2) The proposed locally-based training program should

go hand-in-hand with the training overseas of some selected teacher-librarians who would follow-up and activate the development of school libraries in Nigeria.

(3) There should be uniform standands in the development, organisation and running of school libraries in the whole country.

On the implementation of the project, the following recommendations were made:

(a) A National Advisory Council for the development and organisation of school libraries should be set up. Its membership should comprise:

1. One representative from each of the five Ministries of Education;
2. Five representatives from the school section of the Library Association; i.e., one from each group of provinces including Lagos;
3. One representative from the universities;
4. One representative from the Library Association;
5. One representative from the Nigerian Publishers' Association;
6. Franklin Book Programmes to act as an observer.

The Purpose for the Formation of the Council

(i) To formulate national policies on school library development;

(ii) To advise and enlist active support of the National Government on the School Library programme, and on matters relating to it;

(iii) To encourage the development and the growth of school libraries through the training of school library personnel and actual creation of school libraries.

It was suggested that the National Council should appoint a working committee to advise it on what to do.

(b) Selection of Consultants. Nigerian specialists (i.e., specialists in Nigeria) should be in preponderance, and should be aided by their overseas counterparts.

(c) Duration of Workshops. 10 intensive working days instead of one week. The teaching staff for the workshop should rotate from one group of provinces to the other.

(d) Criteria for the Selection of Participants. A questionnaire should be sent to every secondary school and Teacher Training College on the size of its library. A model questionnaire is to be obtained from Mr. Nwikina. The data collected from the questionnaire would help to limit the size of the participants.

The Franklin proposed number of participants (200) anticipated for the whole country was felt to be too small. It was pointed out that those expected from the Eastern Group of Provinces alone would be about three-quarters of the estimated number for the

whole country.

The number of participants was therefore revised and estimated to be about 470, and was broken down as follows:

Eastern Nigeria	-	150
Western Nigeria	-	120
Northern Nigeria	-	100
Lagos Territory	-	70
Mid-Western Nigeria	-	30

In order to have more participants and to reduce the enormous expense that Franklin would incur, it was suggested that Franklin Book Programmes should underwrite at least fifty per cent of the cost of the workshops.

Closing

The meeting ended at about 8:30 p.m. Mr. Iroaganachi thanked the members for treating the proposal so exhaustively.

P.S. The reply from the Chief Inspector of Education, Benin City, Mid-Western Nigeria, on the school library project speaks for itself as follows:

"...We do however welcome the School Library Project outlined by Miss Walls, and we shall be much obliged if you let us

know what further ideas have emerged since the meeting of July 29."

John Iroaganachi
Franklin Book Programmes, Enugu

APPENDIX Q

LIBRARY DEVELOPMENT IN THE WESTERN STATE

I. Excerpts from the "Report of the Committee on the Review of the Primary Education System in the Western State of Nigeria"

School and Public Library Systems

Item 13. We recommend as a matter of urgency the setting up of a library service for primary schools and of a State Library Service.

Item 14. We recommend the appointment of a Director of Library Service. Technical Assistance Service should be explored in connection with the Library Service.

Item 50. After taking expert advice, we recommend as a matter of urgency the setting up of a library service for primary schools and a State Library Service. We endorse in principle the schemes proposed at our request by the Institute of Librarianship, University of Ibadan, which are attached as Appendix. In particular, we fully support the idea of appointing a dynamic Director of the library service able to give the necessary leadership. If possible, technical assistance sources should be explored for this purpose.

March, 1968.

II- A Western State Library Service (Prepared by the Institute of Librarianship, University of Ibadan)

Library service in any real sense can hardly be said to exist in the Western State of Nigeria outside the universities and these, of course, cater to a very limited clientele. There is a Western State Library in Ibadan administered by the Ministry of Education which attempts a very rudimentary public library service and does a certain amount of work for schools in the area. The achievements of this centre in view of its extremely small staff and inadequate funds are quite commendable, but it does not possess the resources to implement even modest objectives.

It will be seen from the brief review of library activity in West Africa, 1961-65 (Appendix I), that the Western State services are far behind other countries in West Africa and other areas in Nigeria.

The objectives of a State Library Service is to serve all citizens by the provision of materials, books, periodicals, records, films, etc., for information, education and recreation. It serves the new literates and enables thera to continue the reading habit after leaving school and on a somewhat higher level it provides materials for those who are engaged in securing additional qualifications when their formal education is over. It provides special materials for children, for the blind, for hospital patients,

etc. It may also assume overall responsibility for the organization, supervision and control of school library services generally. It is difficult to overemphasize the need for effectively organized services of this kind in this State. A visit to the Lagos State Central Library is sufficient to convince one of the need--there is hardly a seat vacant there from the time of opening to the time of closing. A good public and school library service is a basic requirement for the satisfactory cultural, social, political, economic and educational development of any territory.

In the case of this State it should be the function of the State Library Service to serve both schools and the public. The most appropriate government for such an organization is of the public service kind and it is suggested that consideration should be given to the setting up of a statutory board along the lines of the former Eastern Nigeria Library Board and the Ghana Library Board. It must also be borne in mind that two quite distinct forms of library service must be provided--service to the general public, and service to schools, and that each service requires its own organization under the direction of the board.

Recommendations

It is recommended:

(1) that a Western State Library Board be established along

the lines of the former Eastern Nigeria Library Board and the Ghana Library Board as an independent entity and that the necessary legislation can be promulgated. It is suggested that the chief executive of the Board should be the Director and that two Associate Directors be appointed in due course to organize the two major activities of the Board, i.e. the provision of public library service, and the provision of school library service.

(2) that a phased plan of development for all library services must be worked out, priority being accorded to the establishment of primary school library services,[1] reorganization of the public library service in Ibadan and development of local authority libraries. The future stages of the plan should provide for the extension of the school library service to cover secondary schools and teachers training colleges and the creation of a public library network to embrace all the major centres of the State.

(3) that funds both capital and recurrent sufficient for the effective development of services be made available. It should be noted that members of the Board, the governing body, would not be entitled to emoluments for their services.

(4) that the building of a State Library Headquarters

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[1]A note on the setting up of a School Library Service with emphasis on service to primary schools is given in a separate paper, A Western State Library Service: Primary Schools.

in Ibadan can be set in hand. The British Council donated £27,000 towards the cost of such a building as long ago as 1962.

November, 1967.

III. A Western State School Library Service: Primary Schools (Prepared by the Institute of Librarianship, University of Ibadan)

The Phased Development of a School Library Service

In this paper it is proposed to discuss the provision of a school library service in the Western State. Emphasis will be placed on primary school libraries since it is considered that attention should be paid to the creation of a Primary School Library Service in the first instance. In due course the scope of the School Library Service should be extended to cover the needs of secondary schools and teacher training colleges. It is proposed that such a service should come under the control of the Director of the Western State Library Board.

Existing Situation

School libraries have long been accepted as an essential part of the education process. As early as 1954, the Ministry of

Education of the former Western Region sponsored the publication of a pamphlet on primary school libraries and later invited Mr. D. H. Robinson to make a survey of school library needs and to run courses for teachers on school libraries. Schools also received grants and levies for school libraries and the Western State Library set up a mobile library service to schools. In 1960 the Banjo Commission made proposals on the development of a school library programme for the then Western Region, but these proposals have not been implemented. All in all, in spite of the surveys and the attempts to create a satisfactory system for the organization of school library service in the Western State little has been done and the present situation is gloomy. One of the great difficulties has been occasioned by the Western State Library attempting to perform its two functions--serving the public and also the schools--with quite inadequate resources. Among the schools the most ill served of all are the institutions of primary education.

Statement of Objectives of the School Library

The school library as a teaching agency and its major objectives are:

(1) to meet the needs of pupils and teachers in respect of curricula requirements at all levels of educational activity;

(2) to provide boys and girls with the library materials and services most appropriately meaningful in their growth and development as individuals;

(3) to stimulate reading growth and critical judgment and appreciation;

(4) to help children--the young people--to become skillful, discriminating users of the library and of printed and audio-visual materials;

(5) to work with teachers in the selection and use of all types of library materials which contribute to the teaching programme; and,

(6) to provide vernacular, English, and foreign language material which will improve the process of communication throughout the country. It should be noted that appropriate vernacular material, particularly for primary schools, is sadly lacking in the country.

Recommendations

It is recommended that libraries and teaching the use of books be accepted as integral parts of the education process at all levels--primary, secondary and teacher training colleges--and that primary school service should be given priority in development. It is suggested that a phased programme of development be

inaugurated at the earliest possible stage.

Government, Organization and Operation

(1) The Western State School Library Division should be under the Western State Library Board.

(2) There should be a centrally-planned school library system, and this overall plan should be phased as follows:

> First Phase. The establishment of a School Library Service to organize, in the first instance, primary school library service throughout the State.
>
> Second Phase. The coordination of secondary school, teachers' vocational college and technical college libraries throughout the State.

(3) The School Libraries Division should be headed by the Associate Director immediately responsible to the Director of the Board. The Associate Director will head a team of Library Officers and his initial task will be to establish a policy, work out legislation and regulations, investigate and adopt appropriate standards for primary school libraries in the first instance and then to implement agreed objectives.

(4) A Primary School Library Service could appropriately be organized as follows:

A Central School Library should be established in the Western State Library Headquarters at Ibadan and Teachers' Reference Libraries under a Library Officer should be set up in

each of the other divisions. The Central School Library will coordinate selection of books and control acquisition, processing, and distribution for the entire State. The Central School Library will distribute books to primary schools in Ibadan and to the Teachers' Reference Libraries for distribution to primary schools in their divisions. The Central School Library will also service the collections in the network of Teachers' Reference Libraries.

In each division, the Library Officer in charge of the Teachers' Reference Library will collaborate with and assist teacher/librarians in each primary school for which he is responsible.

Personnel

(1) The Associate Director of the Western State School Libraries Service should be a graduate with both teaching and library qualifications. It should be remembered that in the second stage of the operation he will be required to coordinate all school library service and not just primary school library service.

(2) The team of Library Officers at headquarters and in the divisions should be qualified librarians with teaching experience.

(3) It is recommended that the Western State School Lib-

rary Service should take advantage of the various training schemes and certifications provided by the Institute of Librarianship, Faculty of Education, University of Ibadan.

(4) The importance of the status of teacher/librarians in the primary schools' hierarchy should be recognized by special responsibility allowances.

Finance

(1) Funds should be provided both capital and recurrent for the maintenance of minimum standards in the primary school libraries of the State.

(2) Local authorities should be required to make some financial contribution towards the cost of the service.

Stock

An effort should be made to stimulate publication of appropriate books and visual aids in the vernacular.