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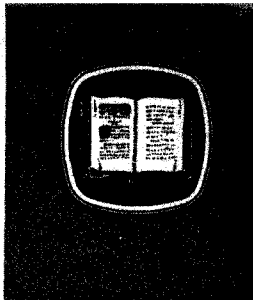
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Libraries In British West Africa

*A Report of a Survey for the Carnegie Corporation
of New York, October—November 1957*

by Harold Lancour



LIBRARIES IN BRITISH WEST AFRICA

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Preface

At the invitation of the Carnegie Corporation of New York the author of the following report visited the four countries of British West Africa during the months of October and November 1957. The purpose of the visit was to carry out a broad reconnaissance survey of library conditions in West Africa to provide background material upon which the Corporation could evaluate the requests for assistance for libraries coming from those countries, and as a basis for initiating projects designed to further library development.

Just thirty years before, two Carnegie officers visited the several countries of British Africa. Upon their recommendation the Carnegie trustees the next year voted the first of many grants which have been made on the African continent. The early grants were for library development, social and educational research, and teacher-training. Since World War II the Carnegie program has been directed toward institutions of higher education most of which are of post-war origin. (An account of its activities in Africa, past and present, will be found in the July 1958 issue of the Carnegie Corporation of New York Quarterly.)

There have been two previous reports concerning the state of libraries and of book use in West Africa prepared for the Colonial Office. The Corporation contributed a small assisting grant toward each study, neither of which was published. The first of these surveys was carried out by Miss Margaret Wrong in 1938 who recommended specific grants for strengthening book collections. Several such grants were made by Carnegie.

The second survey, limited to the Gold Coast, now Ghana, was made by Miss Ethel Fegan, F. L. A., in the Spring of 1941. Her report recommended the extension of the local existing libraries and pointed out the need for training Africans for library work. Funds allocated by the Corporation for further grants were, however, frozen due to the War. Nevertheless, one result of the survey was the establishment in 1944 of a library training course at Achimota College which continued for one year. With the release of the funds after the War, a scholarship program was set up permitting several African students to go to England for library training. Since then other grants have been made to each of the university colleges, and colleges of technology, for library book purchases.

Though not directly connected with the Carnegie Corporation two other developments should be mentioned which have served to focus attention on libraries in West Africa. The first was the UNESCO Seminar on public libraries in Africa which was held at University College, Ibadan, July 27 to August 21, 1953. The other was the inauguration of the West African Library Association on September 25, 1954.

The identification and strengthening of the library profession in West Africa as manifested, in part, in the formation of a professional association was one of the reasons for the present survey. The officers and members of W. A. L. A. also contributed directly and considerably to it in many ways. Grateful acknowledgment also is made to all of those who helped make this, for the surveyor at least, an exceptional and exceptionally rewarding experience.

The basic itinerary was worked out with the generous and hospitable assistance of Dr. David Cannon, Chief Pathologist of the Federal Laboratory Service in Yaba, Nigeria, who was serving as president of the West African Library Association, and Mr. Victor Ologundudu, Librarian of the Central Medical Library in Yaba, secretary of W. A. L. A. The specific details and arrangements in each area visited were developed by the members of W. A. L. A. on the spot. Without the thoughtful way in which these arrangements were carried out, it would have been impossible to have spent the necessarily limited time to such advantage.

Among those who were directly responsible for various parts of the tour were, in the order in which they were visited, Mr. Kalu C. Okorie, Eastern Region Library Board, Enugu; Mrs. Joan Allen, Librarian, Regional Library, Kaduna; Mr. Wilfred J. Plumbe, Librarian, Nigerian College of Technology, Zaria; Mr. John Harris, Librarian, University College, Ibadan; Miss Evelyn Evans, Director, Ghana Library Board, Accra; the late Mr. Kenneth Middlemast, Deputy-Director, Ghana Library Board, Accra; Mr. George M. Pitcher, Librarian, College of Technology, Kumasi; Mr. H. Anthony Rydings, Librarian, University College, Achimota; Mr. A. G. Hamer, British Council Representative, Bathurst; and Mr. Michael B. Jones, Librarian, Department of Education, Freetown.

THE SURVEY REPORT

Geography and People

While it is convenient to think of British West Africa as a unit, in reality it is composed of four separate countries, unlike each other in population, language, economic development, size, and political condition:

A. Nigeria, the largest of all British Colonial dependencies, nearly four times the size of Great Britain and about equal to Southeastern United States, has over thirty-four million population. It is a federation of three Regions, each with its own government. According to present plans Nigeria will become an independent state in the British Commonwealth in 1960.

The Regions are markedly different from each other in many ways. The Northern, by far the largest and with the most people, is situated in the relatively dry inland plateau of open woodland and grass extending to the edge of the Sahara Desert. The Eastern Region comprises the rain-forested southeast quarter of the country bordered on the west by the great Niger River. The region is crowded and the land, though fertile has been over-worked in the effort to sustain the denser population. The Western Region, in the southwest quarter, is made up of rain-forest area merging into the open savannah to the north.

The various tribal designations now generally refer to language groups rather than strictly political units. Among such groups in the north are the Hausa, traveling tradesmen, artisans, and farmers; and the Fulani, a strong, vigorous people, many of them engaged in cattle-raising; but there are many others large and small. Among the more important groups in the south are the Ibo, an energetic people of marked intellectual ability found in the Eastern Region, and the Yoruba of the Western Region, a lively, intelligent people of strong democratic tendencies. In the north the people are pagan or, predominantly, Mohammedan; in the south many have accepted Christianity.

The relations between the north and south are friendly but remote. While an appearance of unity has been established for the purposes of working toward independent status, a major future problem will be the total integration of the north and south into a workable and cohesive whole.

Nigeria is a potentially wealthy country through its natural resources. Its economy is built around agriculture, forestry, and animal husbandry, and Nigeria is nearly self-sufficient in its food. The major export crops are palm kernels, palm oil, groundnuts, and cocoa. Export trade has increased markedly since World War II, jumping from approximately £77,000,000 in

1947 to something like £250,000,000 at the present time. The principal buyers for Nigerian products are the United Kingdom and the United States.

B. Ghana, which became an independent member of the British Commonwealth on March 6, 1957, is about the size and shape of Illinois and Indiana together. It has five million people in three large tribal groups, Asante, Ewe, and Fanti. Mohammedanism claims the largest number although the percentage of Christians is higher than in the other West African countries. Ghanaians are considerably more homogeneous in language and in customs than in most African countries, but there still are major differences between the several tribal and language groups.

Ghana is the world's leading producer of cocoa, the 230,000 odd tons a year being approximately a third of the world production. Other important crops are coconuts, palm kernels, and palm oil. There is an expanding timber industry producing especially mahogany; livestock grazing and fisheries are increasing in significance. The mineral production follows agriculture as a source of revenue; it is the world's largest exporter of manganese, is a major producer of industrial diamonds, and has extensive deposits of bauxite. If the projected Volta River irrigation and hydro-electric project is carried through, Ghana could well become one of the world's great producers of aluminum. The development of a major port for ocean-going vessels at Tema, near Accra, is moving ahead rapidly.

C. The Colony and Protectorate of Sierra Leone contains about two million people in an area equivalent to that of Vermont, New Hampshire, and Massachusetts together. The capital, Freetown, was settled in the early 19th century by slaves liberated in British territory or rescued by the Royal Navy from slave ships. It has a spectacular location at the base of a range of mountains rising immediately from the sea to a height of 3,000 feet. The bay forms one of the finest natural harbors in the world. During and since the last war the dock facilities have been greatly developed.

The 2,000,000 inhabitants are predominantly pagan although many of the tribes have come under Moslem influence. Most of the population are engaged in agriculture, much of it subsistence. The principal money crops are palm kernels, cocoa, and ginger. Other main exports are iron ore, industrial diamonds, and chrome ore.

D. The Colony and Protectorate of the Gambia is the smallest of the four countries, being a narrow strip of land extending for some three hundred miles into the interior on either side of the Gambia River. The river is an excellent waterway, ocean-going vessels ascending some 150 miles while river vessels continue to the end of the Protectorate. The population of 300,000 is primarily agricultural, groundnuts being the principal crop.

A Land in Transition

It is easy to see that these countries do not form a homogeneous unit. Such interchange of information and intercommunication as does exist has been due to the fact of over-all British control and influence. Even at that the economic development has been quite individual, and while the marketing export organizations developed in each of the countries are similar, they are independent. The few international enterprises which have been instituted are mostly in the field of agricultural and fisheries research.

The four countries are, however, alike in their sharing in the great awakening that is now going on in Africa. The West Africans, intelligent, able, and ambitious wish to become a part of the modern world and are seeking to make their lives better; healthier, and more interesting. The years since the war have seen an advance which many of those who have gone through it find almost incredible. The inspiration for these advances has come in large part from young men and women who have had a British or American education.

The greatest single deterrent to progress, disease, is being rapidly eradicated. Malaria control, eradication of the tsetse fly, improved water supply, and better methods of sanitation have already had their effect. A favorable world market for goods these countries have to sell, coupled with well-conceived cooperative methods of marketing, has so improved the financial status that there has been in recent years surplus funds to support many educational and research projects.

The West African, like the American, places a high value on education and a great faith in its salutary effects. Consequently extraordinary steps are being taken to develop not only universal educational opportunity for the children, but also to bring a degree of literacy to the great mass of the population.

There seems to be no question that the West African has the capacity and motivation for the level of achievement required in the modern world. This conclusion was reached by the West African Study Group¹ in their report on African education: "A good index is what is achieved by the ablest people under the most favorable conditions. Individual Africans have ac-

¹ Ward, W. E. African education; a study of educational policy and practice in British tropical Africa. London. Crown Agents for the Colonies, 1953.

hieved distinction as judges, surgeons, businessmen, nurses, in the creative arts and in other walks of life. What is more they have achieved the culture that is a mark of a truly educated person. Their numbers, although small in proportion to the whole African population, are growing and are already substantial. It is not to be supposed that the ordinary run of people would reach this level of achievement however favorable circumstances might be but we at least assume that if there were wider opportunities more would reach this level, and many more reach a lower though worthwhile level. To all this may be added the achievement of Africans in the skilled trades whenever such instruction has been provided. The potentialities of the West African have been demonstrated by actual achievement."

Many of those who have observed conditions in Africa note the widening of communications between Africans and the rest of the world. West African soldiers fought in many distant countries during the war. The Study Group report goes on to say, "the African of the future will live in a world in which he is much more conscious of what is going on outside his town or village than his fathers were, that he belongs to an African nation which is wider than his own tribe or tribal confederacy and he will take a more active part in determining the affairs of that nation. All of these changes have had direct educational implications and if they are to be carried through successfully African education must be developed in advance to assist them." Already the African who has been able to improve in educational background finds that he is "not content with what satisfied his fathers in the standards of food, clothing, furniture, and housing. The satisfaction of his new needs will impel further changes. Old and inefficient methods of labor must go, there must be a better organization and use of economic resources. These changes again have direct educational implications. Things that are of value in the old African way of life must be preserved and the African must be prepared to face more problems in new and strange forms. Here again education asserts its paramount importance."

In response to these demands universal primary education has now been established in both the Eastern and Western Regions of Nigeria, as well as in Ghana. This means that there is an opportunity for every child to attend some school within a reasonable distance from his home. Compulsory education is yet far off, but there are indications that the desire for an education and the wish of parents that their children have an education is so great that already more than 80 per cent of all children of school age are taking advantage of the available schooling.

Books are recognized in West Africa as both the symbols and instruments of education. Every settlement of any size has a book store. The smallest of these, owned and operated by Africans, primarily dispense school supplies. But in addition to paper, ink, and pencils, there will be a

small collection of simple readers and elementary manuals used in the schools. Some, in vernacular languages, tend to be on poor paper and rather poorly printed. But some of the books and pamphlets, especially those being produced by publishing firms in England, are of good quality.

Libraries as we know them in England and the United States are, of course, familiar to those West Africans who have lived and been educated abroad. It is quite significant that many of these educated Africans are apparently convinced that libraries are necessary adjuncts of education, research, and cultural activity at all levels. Undoubtedly, it is this attitude that accounts for the remarkable development of their libraries in a relatively short period of time. This development it is the purpose of this report to describe.

One other important matter, the language situation, needs to be mentioned. Consultation with many educational and political leaders indicates quite clearly that English will continue as the principal language of educated people in West Africa. There was no evidence of the tendency, noted in other countries which have gained their independence from Britain, to reject the English language. English will be retained for two reasons: first, it would be extremely difficult to agree on any one of the 40-odd major languages as the lingua franca; second, and more important, is the general acknowledgment by Africans that to reject English at the present time would be to cut themselves off from the Western culture of which they are so anxious to become a part. Therefore, while instruction in the schools begins in the vernacular, almost immediately some instruction and use of English is started and generally by the third school year English has become the basic language of instruction.

At the present time the literacy rate, that is the ability to read and write the English language, is approximately 15 per cent of the total population. The rate varies greatly between the large cities and the remote areas of the interior. In Lagos it is estimated that 50 per cent of the population is literate in English. It will be quickly recognized however that with the coming of universal education the number of literates will rapidly multiply.

The Libraries of West Africa

While it will be necessary to refer to the library situation by country, the aim of this report will be to speak of the situation in British West Africa as a whole rather than in four separate countries. While this Olympian attitude may be possible to the visitor from overseas it is not that of even the European in West Africa. It must be recognized that communication problems do, in fact, militate against a completely West African point of view. The West African Library Association is nearly unique in its solidly international character, but there are signs that even it will require conscientious effort to keep it so.

The University Libraries

At the present time there are five institutions of higher education in British West Africa. The oldest of these is Fourah Bay College in Freetown, Sierra Leone. Founded in 1827 by the Church Missionary Society it became affiliated with Durham University in 1876, granting its first B. A. degree in 1879. A government subsidized teacher training department was added in 1929. During World War II its original building was requisitioned and a skeleton staff and student body moved to the interior, returning in 1945 to a new location in an abandoned hospital high over the town.

The Elliot Commission in 1944 recommended that the College be reduced to the status of an advanced secondary school, and this recommendation was adopted. Meanwhile, the people of West Africa rallied to the support of the College and a compromise solution was reached in which it became partly a college of arts, science, and technology and partly a university college to carry on work towards a Durham degree. Since that time, and particularly since the Fulton Commission visit to the College in 1954, the status of the College has steadily improved. A science department has been added, intended eventually to reach university status. In addition there is a teacher training department with a certificate and advanced certificate course, an extramural department to develop adult education, and the University department with arts courses in commerce and economics to a general degree level. Post-graduate diplomas are offered in education and theology. The College is still housed in the temporary buildings but very satisfactory housing for the staff is now being completed. Eventually the College will be rehoused in new and appropriate quarters.

The College library with approximately 25,000 volumes is in one of the temporary buildings, and the provision for it is minimum. In 1955 a fully qualified British librarian was obtained to organize the library, which had at that time only 12,000 volumes and a few periodicals. Within

a short time the library was organized properly for effective use and a grant of \$8,000 was secured from the Carnegie Corporation of New York which made it possible to purchase essential reference and bibliographic tools. Basically the collection is a good one but it still needs considerable development if it is to support adequately the educational program now conducted at Fourah Bay.

In 1957 the librarian was appointed deputy librarian of the University College of Ghana, from which another British librarian was secured to replace him. The library is seriously understaffed, and except for the librarian himself, the staff is untrained. At present a young woman, a graduate of the College, is attending a library school in England. Upon her return conditions should be greatly improved. At the the time of the survey a large part of the acquisitions resulting from the Carnegie Grant were as yet uncataloged.

The University College of Ghana was founded in 1948, a self-governing corporation. It is a co-educational, residential college structured on the principle of Oxford and Cambridge with three tightly organized residential halls. There are faculties of arts, social studies, physical sciences, biological sciences, agriculture, a graduate institute of education, and a department of extramural studies. It prepares students to sit for the degrees of the University of London under the terms of the special relationship between the institutions.

The College has been housed in the quarters of the famous Achimota School, not far from Accra. It is now in the process of moving from the Achimota location to a completely new and splendid campus on Legon Hill some five miles distant from Accra. The attractive and well appointed residence halls with accommodations for 750 students have all been completed, including one for women students. Academic buildings are now under construction. In the recent past the College has been criticized for its remoteness and for its emphasis on the classical type of education. Under a new administration this year the College is shifting its emphasis to a broader and more practical orientation.

The library of the College is presently housed in two buildings at the Achimota site. Grants from the Colonial Development and Welfare Fund and from the Ghana government have made possible the development of a collection of approximately 70,000 volumes and a subscription list of 1,600 periodicals. Under able British professional administration, the library has developed a first-rate collection to support the educational program of the College, and the organization of the materials and of the services also meets the highest standards of British or American librarianship.

The professional staff now includes in addition to the librarian a deputy librarian and three assistant librarians, only one of whom is an African. There are 12 library assistants, all Africans, in various stages of professional training. These with the clerical, maintenance, and bindery personnel account for a staff of over thirty members.

The library will soon move to Legon Hill into a new building, planned by the professional staff of the library, and designed to accommodate a quarter of a million volumes and two hundred and fifty readers.

University College, Ibadan, was also founded in 1948. It too is a self-governing college, open to men and women, with more than 20 separate academic departments divided into the faculties of arts, science, medicine, agriculture, and veterinary science. In addition there is a department of extramural studies, the Nigerian Institute of Social and Economic Research, and a post-graduate Institute of Education. The recent completion of a large and fully equipped teaching hospital now makes it possible for West African students to complete their medical training without going overseas. Work at the College is carried to full university degree level, students sitting for the degrees of the University of London.

The University College occupies, on high ground at the edge of Ibadan, a spectacular new campus laid out by a well-known British architectural firm. The buildings, in tropical modern style, are clean and functional. Outstanding is the library both in appearance and location on a site at the center of the campus. It has proven to be an eminently satisfactory building in operation. Notable is the use of insect screening throughout the entire building and the installation of air-conditioning in part of it.

The nucleus of the collection was composed of 10,000 volumes from the library of the Higher College at Yaba; another 10,000 books, pamphlets, and journals in the sciences presented by an English donor, F. Montague Dyke; and 18,000 volumes composing the private library of an African educator, Henry Carr, purchased by the Nigerian Government upon Dr. Carr's death in 1946. The total collection now numbers approximately 100,000 volumes.

The collection development program has been based on a well-established policy, intelligently and rationally developed to aim at "a well rounded general library representing the most significant world literature, the basic literature and standard textbooks required for teaching purposes by the faculties and departments, and documentation to meet the specific needs of research as it is developed." Particularly strong is the bibliographical collection, certainly the most complete and comprehensive in West Africa, an outstanding collection of Africana, a unique collection of Arabica in-

cluding 150 Arabic manuscripts from Northern Nigeria, tropical agriculture, and tropical medicine.

The entire staff numbers approximately 50 of which seven are at the professional level. In addition to the librarian there is a deputy librarian, three sub-librarians, and two assistant librarians. Of these, one of the sub-librarians is an African, a graduate of the College and an Associate of the Library Association. One of the assistant librarians is an African who possesses a Ph. D. in a subject area but is not professionally trained. Recently, an additional trained African has been seconded to the University College Library from the Central Medical Library at Yaba. It is understood that he will occupy the post of Medical Librarian in the new hospital. At least five additional professional people are needed as indicated by the recent recommendations of the librarian, including a medical librarian, an agricultural librarian, and an Africana specialist. The chief cataloger in the library is spending one year at Northwestern University, in Evanston, Illinois, while his post is being filled by an American librarian from the University of Miami.

Colleges of Technology

The Kumasi College of Technology was opened early in 1952 with one department only. This was affected by the transfer of the teacher training department from the Achimota school complete with two hundred students, staff, and equipment. The purpose of the College is to produce professional and technically trained personnel by providing higher technical and commercial training, including engineering up to the highest university professional standard. Eventually, it is expected that the College will accommodate two thousand students, men and women. In addition to the department of teacher training there are departments of agriculture, commerce, pharmacy, science and general studies, and engineering. The engineering department also grew out of the transfer of the advanced engineering courses from the Achimota school. The students of the Department of Engineering sit for the University of London degrees in civil, electrical, and mechanical engineering.

The College, since its formation, has been housed in temporary buildings but these are rapidly being replaced by modern permanent structures. The campus is attractively located just outside the city itself on property donated by the Asantahene, Prempeh II.

The library of the College is small but good for its size. The organization of it was in the hands of a competent British librarian, formerly the deputy librarian at the University College in Ibadan. It also bene-

fited from a \$10,000 grant from the Carnegie Corporation. The library is in very inadequate quarters at the present time, but a building has been planned for it. The amount of money available would build a building but would be, it is felt, inadequate for the necessary development of the library and its facilities. Consequently, the College authorities are reluctant to start construction of the library building until they have fully investigated the possibilities of securing additional funds. The available sum of about £ 30,000 would need to be at least doubled in order to procure the building desired.

The College has been fortunate in its professional staff. Upon the retirement of the original librarian, her deputy, one of the two West Africans so far to procure the Fellowship of the Library Association, was promoted to succeed her. There are two additional librarians, both of whom are Associates of the Library Association.

The Nigerian College of Arts, Science and Technology was also created in 1952 and is composed of three separate branches. The headquarters are established in the Northern Region at Zaria, with other branches at Enugu in the Eastern Region and at Ibadan in the Western Region.

As at Kumasi, the purpose of the College is to supplement the educational program of the University College. Work in the general arts and sciences is offered to the intermediate university grade and professional courses are offered in a number of subject areas. In addition to the basic arts and sciences available in each branch, at Ibadan courses are offered in commerce, local government, and pharmacy; at Zaria in architecture, education, engineering, and fine arts; and at Enugu in land surveying and estate management. It is expected that the engineering courses in civil, mechanical, and electrical engineering will lead to the University of London degree by a special arrangement with University College, Ibadan. In several of the other areas as, for example, surveying, estate management, and architecture, students are prepared for the professional examinations offered by the appropriate certifying body in England. In others, as in pharmacy, the course of study leads to a diploma in pharmacy which is the qualification for entrance to the pharmacy profession in Nigeria.

The first stage of the building construction program at Ibadan was completed in 1954, so less activity is going on there at the present time. At Zaria and Enugu, however, a number of buildings are now under construction.

As with the College itself the library has been established on a tri-partite basis. A British librarian of considerable experience elsewhere in the Commonwealth has been entrusted with the development of the

system. The table of organization calls for a deputy librarian at the main campus and branch librarians at each of the other two locations. Collections of books have been brought together and are installed in each of the three branches, each of them still in temporary quarters.

The Nigerian College of Technology was aided by the Carnegie Corporation with a \$10,000 grant. Observation indicates that the money has been well spent. The collection at Zaria, while still small and incomplete for its purposes, shows the competent hand of a professional librarian. Bibliographical tools to aid in the eventual evaluation and selection of materials have been procured, and a well rounded collection is already in the process of development.

At Zaria the collection has recently been moved to very pleasant quarters on the top floor of one of the main teaching blocks. Plans, however, have already been drawn for an eventual library building. Library buildings are also projected for the other two branches.

The lack of qualified personnel is a serious handicap to the development of the libraries and proper library services to the staff and students. Also, the expense of transport between the three branches does not permit the close supervision, on the part of the librarian, which would be desirable. However, with properly qualified librarians in each of the branches this would become less important.

Public Libraries

The development of public libraries in British West Africa, especially in Ghana and Nigeria, has been a remarkable achievement. The earliest beginnings of a public library movement in Ghana came in 1935 when John Aglionby, the Bishop of Accra, started a small lending library in his own home. Later he was instrumental in having a library wing included in the King George V Memorial Hall which was built at that time. However, due first to an earthquake and then World War II this wing was not used for library purposes until some years later.

In the mid-1940's the British Council began a lending library and book box service. Meanwhile the British Council had established a Library Advisory Committee for the Gold Coast, which was not only concerned with advising on the establishment of British Council libraries but to advise the government on the future of library services generally. The results of the work of this committee was the passing of an ordinance by the Legislative Council in 1949 which brought into being the Gold Coast (now Ghana) Library Board. This Board is an independent corporation charged with the

duty to establish, equip, manage, and maintain libraries in Ghana. It is supported almost in its entirety by an annual subvention from the Ghana Government, supplemented by gifts, and grants-in-aid from the various town councils served by the Board.

The British Council generously offered to relinquish its library and to curtail its own reading room services in favor of the newly created Board. The librarian of the British Council was subsequently appointed director of the new institution. A reading room, and the headquarters of the Board, were established in the wing of the King George V Memorial Hall and service began early in 1950. In the eight years since, the Board has grown to be a major educational institution in Ghana with an headquarters library in Accra, two regional libraries in Sekondi and Kumasi, and ten branches stretching from Tamale in the north to Takoradi on the southern coast.

The new central library in Accra is a striking modern building on an excellent central site between the business district on one side and governmental offices on the other. Opened in May 1956, the building has proven to be satisfactory to an exceptional degree. The building is raised on pillars providing space underneath as well as at the rear for parking and the loading of the mobile library. The first floor houses the circulating lending library, the second floor contains the reference department, both of them large open rooms, well-ventilated, and well-lighted. The offices and library work areas are in a separate wing of the building connected at each floor level by a short bridge.

The two regional libraries are equally well housed. The Ashanti Regional Library in Kumasi was the first to be opened, in June 1954. It, too, is a well planned and attractive building on a pleasant site in an area being developed as a cultural center on property donated by the Asantehene just off a main road not far from the center of town.

Provision has been made in the building for a lending library, a reference library, a children's library, and the usual offices. The garage has direct access to the stacks, making possible easy loading of the traveling library. The Regional Library provides direct service to the residents of Kumasi and, through its book box scheme, to the whole of Ashanti.

The second regional library was opened in 1955, and though quite different in design from the Ashanti Library, it, too, is of modern functional architecture, and is an equally attractive building. It has a lending library, a reference library, and a children's library, and provides service similar to the library in Kumasi.

The ten branch libraries are variously housed. Some are in older buildings rented from commercial organizations, or from the local government. These accommodations are only minimally satisfactory. Two of the branches, at Koforidua and Tarkwa, are now housed in new buildings designed and constructed for the library purposes. A third is planned for Ho.

Besides the Central Library in Accra there are three small but quite adequate children's libraries in different parts of the town. They are suitably furnished and stocked, and are used to capacity. Classes from neighboring schools are encouraged to come for instruction in the use of the library as well as for reading hours and story circles.

It is the purpose of the Ghana Library Board to provide a complete library service to the entire country. This means supplying materials for recreational reading as well as for information and study through lending, reader advisory, and reference information services; developing an extension operation fully utilizing the library facilities for educational purposes of great variety; and maintenance of a service to children through the loan of books, story hours, and reading guidance.

Even by the most rigorous standard, the Ghana Library Board is doing its job well. Total net book stock is now approximately 175,000 volumes, having increased from 50,000 in eight years. The collection is a representative, well-rounded collection, carefully developed for the particular needs of the West African readers. About a quarter of the books are for children, and the holdings of fiction are extensive. Other strong parts of the collection are in the social sciences, and in the so-called useful arts or the craft and how-to-do-it books so necessary in a new and developing country. The reference collections are balanced and strong, quite adequate for carrying out a reference service of high order.

The number of registered readers has increased from a total of 3,447 in its first year of operation to a total of 21,096 as of March 31, 1957. The number of book box subscribers has also increased from 182 in 1951 to 582 last year. Home circulation of books has dramatically jumped from approximately 45,000 volumes in 1951 to nearly 400,000 last year. In addition, book box subscribers received another 30,000 books.

A closer look at the people who are registered borrowers in the library is revealing. Children account for nearly 50 per cent of the readers following very closely the pattern in England and America. Adult African users are primarily secondary school and university students, although to an increasing extent the artisans are finding the services of the library valuable to them.

These figures indicate that the library is making its greatest impact on the young people. It is this group who have the command of English to make it possible for them to use the library effectively. As these young readers become adults, having acquired the library habit as well as the reading habit, it is reasonable to expect that they will continue to find in the library the source for their informational and recreational materials. This has not yet been proven, however, and this test of the effectiveness of library services has yet to come.

So far the library has attracted very few adult African women. This too may be expected to change because of the large number of girls and young women who are included in the children and student category.

The figures also reveal that there were 689 teachers who took advantage of the special teachers' services. This figure has risen somewhat but is not increasing significantly, and it still represents something less than 10 per cent of the potential readership.

In the early days of the library non-African readers amounted to about 11 per cent of the total; last year they accounted for nearly 20 per cent of the total registration and nearly 40 per cent of the adult registered borrowers. This is explained by the increasing number of Europeans and Americans now coming into Ghana, nearly all of whom are immediately attracted to the library.

The Director of Library Services has the full support and confidence of the government officials. Steps are now being taken to work out a second developmental plan to cover the next five years. The plan will undoubtedly incorporate suggestions for additional branch libraries as community interest develops and as money becomes available. Further extension of services to the African reader and the work with schools will undoubtedly increase in importance in the years to come.

The Board has been fortunate in the professional staff it has been able to recruit from England. The accomplishments of the Director have already been noted. She has had able assistance from two successive deputy directors, the untimely death of the second one last year terminating a fine record of over seven years of service. A third member of the staff is also an experienced British professional librarian.

A definite effort has been made on the part of the Board and the Director to further the professional development of the African staff. The valuable results of this encouragement are seen at the two regional libraries both of which are headed by young African men who have gained their professional qualifications after training in England. A young African

woman also trained in England and with her professional qualification is now in charge of children's services. The remaining staff, all of whom are Africans, have been recruited for the most part directly from secondary schools. All are encouraged to take the first professional examination of the Library Association, and are being prepared for it through in-service training. A grant of money received from the Carnegie Corporation of New York shortly after the war has been used to provide scholarships to send the more talented and able of these candidates to England for their professional training.

In Nigeria the first library was the Lagos Library founded in 1932 as a subscription library. It is still operating, now in attractive quarters in a wing of the new Lagos Museum. The collection is small but the Lagos Library provides good, general, up-to-date books to its very limited membership.

The Lagos Public Library was opened in August of 1946 jointly by the British Council and the Lagos Town Council. When the Town Council took over the management in 1952 its name was changed to the Lagos Municipal Library. Located in the very heart of the city just a few yards from Tinubu Square, the building is old, and quite inadequate for library purposes. Its use has never been extensive. The 1,000 members who pay an annual subscription of five shillings represent a very small percentage of the literate population of Lagos. The book stock contains less than 10,000 volumes with a circulation of slightly over 20,000 issues per year. About forty people use the facilities on a daily average, and most of these are students who spend long periods working on their examination preparation.

The Lagos Municipal Library has been in recent years in good professional hands. Its first trained librarian, now the Director of the Library Board of the Eastern Region, was the first Nigerian to gain the Fellowship of the Library Association. The present librarian is also trained, having prepared in England for the Associateship of the Library Association.

Plans have been developed for more suitable housing for the Library. If this should come about, and given adequate financial support, the Lagos Municipal Library could provide the kind of library service which, it is clearly evident, is badly needed in Lagos.

In the mid-1940's the British Council established, besides the Lagos Public Library, libraries in Ibadan, Enugu, and Kano. However, the first serious attempt to provide locally financed, modern public library service in Nigeria started in the Northern Region as an activity of the Department of Education. The Northern Regional Library Service started operations in August of 1952 from temporary headquarters established in Lugard

Memorial Hall in Kaduna. Immediate steps were taken to provide more suitable quarters, and thus by January 1953 the library was able to occupy its new Regional Library Building on a very favorable site in the center of Kaduna. By the end of 1955 more space was needed and an extension was built and occupied in February 1957. The building now houses the Kaduna Lending Library, the headquarters of the Regional Library, and the large stock of books necessary for the operation of the extension service.

The book stock contains approximately 35,000 volumes. From this, the lending library on the premises is stocked with a very good basic collection of about 7,000 volumes suitable for the use of the students, government employees, and the increasingly large European population of Kaduna. The number of books circulated for home use has been steadily increasing, last year amounting to more than 70,000. There are nearly 4,000 registered readers in the Kaduna Library, less than 10 per cent of whom are children. It was interesting to note also that the European registration amounts to about one quarter of the total.

The circulation of books outside of Kaduna is to individual subscribers to the book box scheme, most of whom are schools, native authorities with town and village reading rooms, teacher training centers, and reading groups. There are 197 sub-deposit stations. Whenever possible the representatives of the schools and the native authorities come to Kaduna to choose their books. However, a vehicle of the Department of Education is also used for the delivery of materials to the remoter areas.

Future plans call for the development of branches in other parts of the Northern Region. It has been decided to establish the first branch at Bida, and this has been approved by the Executive Council of the Northern Region. The Native Authority has completed a new building for the purpose. Also, an application has been received from the Reading Room Committee of the Native Authority in Okene, and it is hoped that a branch may soon be established in the lively and important community of Jos.

The administration of the library is under the Regional Librarian, a fully qualified and experienced English librarian who has been with the operation from its foundation. She is assisted by a deputy librarian, a man recruited also from England. Two African members of the staff are studying in England during the current year, and the Regional Librarian has devoted a good deal of time to the in-service training of the African staff.

The second major library program in Nigeria was established in the Eastern Region, implemented by the Eastern Region Library Board Law which became effective in July of 1955. The Board, an independent body closely following the Ghana example, is responsible for organizing public

library service throughout the entire Eastern Region. The Board is appointed by the Minister of Welfare, to whom it is responsible. The former librarian of the Lagos Municipal Library was appointed the first Chief Librarian of the Eastern Region, and service was opened in May of 1956 in a temporary, prefabricated building erected for the purpose. This building provides for an office of the Regional Library, a work room, and a small reference and reading room. Up to this time, service is limited to reference and information only.

In April 1957 the Board signed an agreement with UNESCO to set up a public library pilot project. The agreement, for the period from the middle of 1957 to the middle of 1961, provides for the services of one year of an expert to advise the Board on the organization of the library. This expert, Stanley Horrocks, Librarian of Reading, England, was in Enugu at the time of the visit.

The agreement also provides for a grant of \$10,000 for the purchase of equipment and books which will become the property of the Board. The money has been expended in part for small equipment, but the major amount has been spent for the purchase of a bookmobile which was put into service in the Spring of 1958. The final commitment on the part of UNESCO provided for a fellowship of six months which was awarded to the deputy librarian and enabled him to observe libraries in Europe and America. The deputy librarian was formerly librarian of the Department of Information of the Federal Government at Lagos.

For its part, the government of the Eastern Region agreed to provide suitable premises for the library and a guarantee of not less than £12,500 annually for the establishment and maintenance of the library.

In addition to the Chief Librarian and the Deputy the staff includes two library assistants and four clerical workers. One of the library assistants is an American with a master's degree in library science from Columbia University. She is the wife of a member of the government secretariat.

The Chief Librarian conducted a survey of conditions in the Eastern Region respecting the needs and characteristics of a potential library service. Upon the arrival of the UNESCO expert, further investigations throughout the region were made. It was finally decided that conditions were favorable for the inauguration of a bookmobile service and a good deal of time in recent months has been spent in working out the routings and making the necessary arrangements with the several schools and native authorities.

A new building has been planned by a well-known firm of architects. The full plan is rather ambitious and calls for the development of a large site with a library of one story, a circular tower ten stories in height to be used for stacks, and an open air theater. The plan and an illustration of the model which have been widely circulated in West Africa have elicited considerable comment and criticism. Actually, the central portion, a simple rectangular building housing the library proper, is the only portion that is specifically provided for in the immediate plans. Construction has started and is due to be completed by January 1959.

The development of a regional library organization in the Western Region is also moving ahead. A working party has been set up, largely under the urging of the Librarian of the University College at Ibadan, including the Librarian of the Nigerian College of Technology, several Education Department officials, and the lecturer on local government at the Nigerian College and this group is actively at work.

There is considerable likelihood that the working party will seek legislation similar to that for the Regional Library in the Eastern Region with the purpose of developing a public library service for the entire Western Region. Meanwhile an excellent five acre site in the government reservation near the other government buildings has been set aside for the headquarters of the regional library. Plans for a most attractive building are well advanced. A Director has been appointed since the time of the survey visit.

For some years, in Ibadan, a public library of sorts has been operated under the Department of Education in three buildings owned by the Department. By any reasonable standard, however, the collections are inadequate, the materials in poor condition. The staff is well-intentioned but untrained. Nevertheless, this library is well-used, primarily by students. A collection of teaching materials on display for the teachers in the city is small but well-selected and the materials attractively displayed.

A section of this library is for children. Another small children's library has been built at Aperin in an area of many schools. Both of these libraries have grown out of the interest and efforts of the Inspector of Education in the Western Region. The position of these libraries is anomalous but there is every likelihood that they will be taken over by the Ibadan District Council, and eventually come under the Regional Library.

A most interesting phenomenon has been the creation during the past few years of a great many community reading rooms throughout Nigeria and Ghana. Most of the reading rooms were created during World War II primarily for the dissemination of war information and news. Formerly

under the direction of the District Officer, they are now under the local government authorities. Budgetary provision for them has been token and grossly inadequate. These rooms have attendants, many of them ex-service men, but no real provision for adequate staffing has been made. Some of them, notably in the Western Region, took part in a ten day course of elementary training at the University College at Ibadan in 1950.

Visits were paid to as many of these reading rooms as was possible. Nearly all of those visited, some twenty in number, were housed in separate buildings, most of them created for the purpose. Most of them are well constructed buildings on good sites, reasonably well maintained, often with glazed windows, and furnished with a few simple but sturdy tables, chairs, and shelves. None of the buildings had artificial light and those that were opened at all were open a few hours per week.

Generally the collections in these reading rooms were woefully inadequate with recent gifts from the British Council and the USIS the only useful, up-to-date materials. One or two had received a small donation for books from the Carnegie Corporation in 1952 and these were in much better position book-wise. They are being utilized in some places as the local service points for deposit collections of books coming out of the regional libraries. Once properly organized, properly supervised by responsible native authority officials, and serviced by the regional headquarters with the major part of the maintenance and supervisory expense coming from the local community, they could well develop into effective instruments of widespread mass education.

The British Council has been of great significance in West Africa in demonstrating the nature and role of public libraries. It already has been noted how the British Council Library in Accra played an influential part in the establishment of the Ghana Library Board. In each center established by the British Council the nucleus of the operation is a library. In each of the centers visited, Lagos, Enugu, Ibadan, Accra, Kumasi, Freetown, and Bathurst, the libraries performed, in a real sense, the functions of a community library. In some instances, Lagos and Kumasi particularly, the person in charge of the library is a trained British librarian. As such they are able to contribute materially to library development in their communities. It can also be said that all of the Directors of the Council Centers were instrumental in planning, and actively supporting, library activities. For example, the Director of the British Council in Enugu is also chairman of the Board of the Eastern Regional Library.

In Bathurst, the capital of the Gambia, the British Council Library is the public library of the town. The wife of a European officer stationed

there who has library experience is working in the library and is doing as much as she can. Another member of the staff, a young African woman, is presently at the Ghana Library Board Library in Accra receiving in-service training.

Otherwise in the Gambia Protectorate its size and the limited resources does not make the possibilities for wide library service very promising. On the other hand, given one or two well trained African librarians to mobilize the resources and channel the demands of a growing literate population, a community supported public library could be a real possibility. For the foreseeable future it appears that the British Council library will carry on the function.

The Council center in Bathurst has a good location but it is some distance from the main part of the town. The building is serving its purpose but the Director and the Governor-General are anxious to improve the facilities. A small branch children's library is on the main square of the town but it did not appear to be an operation of great vitality. The impression gained in Bathurst was that good intentions are not enough, professional library training and experience are essential.

In Sierra Leone, also, the British Council provides the services normally expected of the public library through its main Center in Freetown and the branch in Bo, in the interior. The collection of books in the Freetown center is quite extensive. A brief survey of the collection indicated surprising strength in a number of areas.

There is a small public library in Freetown supported by the Town Council housed in two rooms in a city office building in the central business district. The collection of books was small and the materials in poor condition. At the time the library was visited, however, every seat was taken, the readers using mostly pamphlet and periodical material. A conference with the Mayor indicated more than casual interest in the development of a public library in Freetown, and some tentative plans have been put forward for rehousing the library in more suitable quarters. At the present time the library has no professional personnel.

For many reasons it is important that those concerned with the library developments in Freetown should coordinate the activities of the Town Council Library, the British Council Library, as well as those under the general guidance of the Department of Education. The librarian of the Department of Education, a Sierra Leonian trained in England, advises the African staff on the operation of most of the libraries in Freetown. As such he is performing a useful and needed service. It suggests that this supervisory relationship should be consciously planned and developed to insure an integrated library activity in the country.

School Libraries

Generally speaking, the school libraries situation presents a mixed picture of wide extremes. The better of these libraries are in the secondary schools, teacher training establishments, and trade schools but libraries do exist in many of the primary schools.

One fact stands out clearly: in nearly every school visited, some provision had been made for a library. In a majority of the schools a room, or part of an office, or a section of an hallway, had been set aside for library purposes. They ran from a dingy room with two or three glass doored cases in a room normally kept locked, to a fair-sized freshly painted, well lighted room or building, simply but appropriately furnished, and with good quality metal shelving.

The collections, too, vary greatly. Where the collections were made up of new books in good condition with a representative and well-rounded collection it always indicated an administration convinced of the central role to be played by books and the library in the program of the school, and the presence of someone on the staff who, though not necessarily trained as a librarian, had enough experience or enough interest to proceed, and had been given responsibility, to develop the school library.

The close relationship of public libraries to the departments and ministries of education and to education officers is a valuable one. It means that the Regional Library in the Northern Region of Nigeria, for example, can work directly with the school officials. Elsewhere, the Provincial Education Officer of the Western Region of Nigeria has been particularly interested in the development of children's libraries.

An officer in charge of school libraries, an African, has been established in the Ibadan province and a program of development of libraries in the primary schools has been set up. To do this, teachers are selected from the various schools and given a brief course of instruction in the elementary techniques of school library operation. After a school has had one of its teachers attend this course it is then generally recommended that the school set up a reading corner for which the minimum equipment and suitable books are suggested. More than a hundred schools in the Oyo and Ibadan provinces have established such reading corners. More than a dozen have gone further and have set up separate rooms for the purpose. Fourteen children's libraries have also been established in various towns.

A significant recent development was a special book acquisitions program carried out last year by the Department of Education in Ghana. A sum of nearly £110,000 was made available to the department for this

purpose. The books purchased from this sum are now being distributed to primary schools throughout Ghana with suggestions as to how these books may be appropriately organized and used. Through the system of school inspection a certain amount of supervision can be given.

Unfortunately, the facilities and the professional experience of the Ghana Library professional staff were not utilized in the carrying out of this large book purchasing operation. The selection of the books, therefore, appears to have been somewhat fortuitous and the fullest advantage was not made of the opportunity for special printings, and reprinting of classic materials. The most serious weakness of the scheme, though, is lack of training in the proper use of books on the part of those people who receive and supervise the reading corners in these Ghana schools. The experience in Ibadan province showed that it was disastrous to set up a reading corner without adequate supervision. It is the considered belief of most professional librarians in West Africa that this large book acquisition project will be largely wasted.

Another project worth noting is the proposal for a mobile library service to middle schools which has been put forward by the Ghana Library Board to be established during the next developmental period beginning July 1959.

Special Libraries

It has been inevitable that as the countries of West Africa have rapidly developed in commerce, industry, government, education, art, that these have brought the demand and need for basic printed materials for reference study and research. Thus, there is found in West Africa a great variety of special libraries as in the Nigerian Museum in Jos and Lagos, the Nigerian Veterinary department in Vom, the Central Medical Library at Yaba, the West African Meteorological Services in Lagos, the West African Fisheries Research Station in Freetown, at the Agricultural Research Station in Samaru, the West African Institute for Trypanosomiasis Research in Kaduna, in several federal government departments in Lagos (Commerce and Industries, Statistics, Secretariat, Information Service), in the Medical Research Institute in Accra, the Department of Agriculture's Division of Soil and Land Use Survey in Kumasi, and many others.

It may be useful to point out here that there is a natural evolutionary process through which most special libraries of this kind pass. As the institution develops, the research and informational needs of the staff results in the gradual accumulation of a collection of books and an ever growing subscription list for essential periodicals. After a time it is discovered that

so much material has been brought together that it is difficult to find what is wanted. Also, it becomes evident that not only is the collection in poor order, there is no systematic acquisition of the necessary and important materials. In order to bring some order out of the chaos some member of the clerical staff is assigned to straighten up the library. While this brings about a general improvement for a short while, it soon becomes clear that far more is needed if the staff of the institution or the department is to receive the bibliographical and informational services required. It is at this time that a decision is made to hire a professional librarian. This process is going on in England, Canada, United States, and Australia, and it has been greatly accelerated since the last war.

This process is now going on in West Africa. With some outstanding exceptions such as, for example, the Central Medical Library in Yaba, the Medical Research Institute in Accra, and the Agricultural Research Station in Samaru, most of these special libraries are at the incipient stage. The several organizations now need professional advice and guidance which could be provided by the West African Library Association, individual expert consultants, or by the staff of the Ghana Library Board and the several regional libraries in Nigeria.

To the last point above this use of trained professional consultants has not been extensively developed. It is true that the librarian of the Department of Education in Freetown does serve as an unofficial advisor and technical assistant to all libraries in Sierra Leone. Also, the Director of the Ghana Library Board, the librarian of the Nigerian Northern Regional Library, and the librarian of University College, Ibadan, have been called upon for professional guidance, counsel, it should be noted which has been freely and generously given.

It would seem wise for the several countries to take steps which would ensure an integrated library development closely articulating the various types of libraries into a whole. This may call, eventually, for an over-all supervisor or inspector of libraries to be attached to each national education office with broad advisory powers. The creation or designation of a national library could be a corollary, or the instrument, of each national organization.

Personnel

While it is true that the professional position of the librarian has not yet been completely established in West Africa, to an observer coming from a country where the gradual raising of the status of the librarian to full stature has been a long and painful process the present possibilities in West

Africa are very encouraging.

European librarians who have been brought out to establish libraries have been of such quality that they have clearly established themselves at the highest level of professional status. The responsibilities which they have been given and the remuneration which they have been paid both in salary and in emoluments have been commensurate. The general attitude of those in authority, who have for the most part received their education overseas, is one of full recognition of the librarians' professional status. The Prime Minister of Ghana and the Premier of the Eastern Region of Nigeria have each confirmed this recognition. Dr. Azikiwe's plan for a Nigerian university already calls for an institute of librarianship which would be fully on a par with such other professional groups as medicine, law, engineering, and teaching.

The principal deterrent to proper recognition has been the attitude of the federal government of Nigeria. It was unfortunate that Mr. George Randall in devising his scheme of service and salary scales for the federal government did not have access to the most recent information concerning the librarians' posts. Such information as he did have caused him to rate librarians in a clerical rather than a professional level.

Remuneration, as presently established in the Nigerian Federal Service, provides for a salary range of £150 to £360 per annum for sub-professional positions. Beginning professional posts for which the Association of the Library Association is required have a range of £390 to £714. For those who qualify for the Fellowship of the Library Association the salary scales range from £564 to £972. Contrasted with this are the "Scale A" (professional grade) salaries of £624 to £1380.

In actual practice, as shown in the 1956 Staff List, the various posts of librarian are quite inconsistent with each other. While the Forestry Research Department has a post of librarian at £150 - £360 per year, the Department of Information has one post of assistant librarian (but none at librarian) at £564 - £834. These represent the two extremes. In between are a variety of posts as library assistant £270 to £492, or for librarian at £408 to £558.

It should be said that, based on the kind of work being assigned to librarians and the qualifications of the individuals who were hired for the positions at the time the Randall study was made, the Randall scales are accurate. And while the salaries are those of the clerical group, librarians were put in "Scale C(E)" (executive officer). For this group, the minimum educational qualification is the general certificate of secondary education. To aspire to "Scale A" has been a little unrealistic inasmuch as a university

degree is the minimum educational qualification for such posts. Under the Library Association examination system a university degree is not required.

The actual status of librarians with high professional qualification and strong educational background is relatively good. Federal scales as established for librarians have not been followed when it was obvious that the responsibilities of the positions called for a higher grading. In some instances the means of circumventing the grading system has been to call the librarian a professional officer. Also, in the newly established positions in the regional library services of Nigeria the minimum salary of the chief librarians will be £1200 which represents the upper segment of the professional group. Again, the professional salaries in Ghana and in all of the institutions of higher education are fully at the professional level, ranging from £1200 to £2400.

At the present time recruitment to the library profession has drawn upon two groups. The first, following the pattern long operative in England, attracts the secondary school-leaver and carries him gradually, by a process of in-service training, through the Library Association (British) examinations leading to professional certification. A selected few go on to England for training in one of the full-time library schools. So far this method has succeeded in producing 15-20 librarians, both men and women.

The second method of recruiting has been to attract the university college graduate who, after a year or more of experience in a subsidiary post in a library, is sent to England for training. There have been fewer of these but the quality has been high. Modern librarianship requires personnel with superior training. It has been found in Australia, Canada, New Zealand, the United States, and increasingly in England, that this is best provided by university-level education. It is, and will continue to be, no less true in West Africa. While it is true that the university graduate in the past has tended to enter the general civil service, there is a limit to the number that the government positions can absorb. Increasingly, university graduates will need to go into the special professional areas such as science, technology, architecture, librarianship, and many others. It is reasonable to expect therefore that the potential group of university trained people for recruitment to librarianship will be adequate.

Summary and Recommendations

Several assumptions will be made as the foundation for the recommendations which follow. One of those assumptions is that the countries of British West Africa will continue rapidly to advance culturally, economically, politically, and technologically as they endeavor to become modern units in the international community.

A second major assumption is that the Africanization of personnel will be accelerated. This is already proceeding apace in Ghana and will increase in Nigeria as it approaches independent status.

A third assumption is that education will be strengthened, extended, and improved. The general population will become more and more literate and the media of communication, including printed materials, will become widespread and common.

A fourth assumption is that English will be the common language of the literate population.

A fifth assumption, growing out of the others, is that libraries will be increasingly the means of dissemination of education, information, and culture. It is already evident that libraries of all types are at the threshold of an extraordinary development.

There are three main aspects of any library situation: the collections of books and other appropriate materials, the buildings in which these materials are housed, and the personnel who create the collections, maintain them, and develop a series of educational services around them.

Buildings are dramatic, readily visible, and concrete; thus, though least important of the three elements, the most easily procured whether from private donors, from government, or from community funds. Collections of materials, too, are in themselves relatively easy to procure. Costs can be spread over a long period of time and the essential need for these materials is widely felt and understood.

The need for properly trained and qualified personnel is less obvious. They are not, like buildings and books, created or bought on the open market. This is not unusual. Hospitals are more easily built than doctors and nurses procured. Schools are more easily built than teachers obtained and trained. Railroads are more easily built than maintained and operated. The same is true with libraries. The key to library development in West Africa is personnel. This has been expressed again and again by educational and library leaders in Africa.

The building program already started under local initiative in West Africa is notable and can be expected to flourish provided there is the trained personnel to organize, support, and guide its use. Support for a book acquisition program, it has already been demonstrated, can be found in West Africa, and large scale gifts from the United States and elsewhere are assured, but trained personnel is needed to plan, organize, and administer such procurement. The need for libraries of all types is already recognized but they cannot be developed until trained librarians are available to establish and operate them. Conservatively estimated, at least 50-60 positions calling for qualified librarians are waiting to be filled.

The present method of recruitment and training is inadequate. Here, it is suggested, the Corporation could make its greatest and farthest reaching contribution. In general, there are two ways in which this could be done. One would be to establish a grant of money to be used for scholarships to send potential librarians to England and possibly to other countries, for professional training. In many ways this would be the most popularly received assistance. A memorandum to that effect has been received from the Ghana division of the West African Library Association. It fits into the accepted, accustomed methods. It provides, to the African, the undoubted advantages of overseas experience and training. On the other hand, this method is admittedly expensive, and in terms of numbers, limited. It is also unrelated to the needs of West African librarianship as that is beginning to take shape.

The second method would be to establish a library school. Ten years ago this would have been impossible. At that time there were no properly conceived or operated libraries to serve as examples of what could be accomplished. There was no cadre of trained and experienced people to conduct a training program. There was in no sense a library profession or tradition. All of these now exist. There now are, also, several institutions which would be suitable locations for a library school, all of which have expressed an interest in having such a department.

It is believed that the location of such a school should be in an institution of higher education with the resources, personnel, and prestige to develop a high quality, professional training agency. In view of the status now accorded to professional librarians with advanced educational background, in view of the educational developments which are governing the training of personnel for the other recognized professions, and in view of the fact that attitudes toward education, particularly higher education, are developing along the lines they have in Australia, New Zealand, Canada, and the United States, it is highly desirable, if not essential, that any agency for the training of librarians be connected with a university-level institution.

A strong case could be made for the establishment of a school at an institute of technology as at Kumasi or at one of the branches of the Nigerian College of Technology but only if it was felt that the general education of the people to go into library posts need not go much beyond the advanced school level, and if the present reliance upon the Library Association professional examinations continues to be the most suitable.

On the other hand, if it is felt, as it is in many of the other Commonwealth countries, that the librarian needs to be a broadly educated individual, and if it is concluded that the independent countries of West Africa will eventually develop their own qualifications and credentials in most professional areas, then the library school properly belongs at the post-graduate level in one of the university colleges. This could be Fourah Bay College, University College of Ghana, University College, Ibadan, or possibly, the University of Nigeria which is being projected in the Eastern Region.

Informal conversations with the principals of each of these institutions elicited general interest in the establishment of such a department. From the university college point of view the post-graduate level operation would be not only the most satisfactory, but with their emphasis on basic general education, in many ways the only possibility. The close analogy with the institutes of education or advanced post-graduate level training of teachers was frequently drawn during conversations with university college administrators. These institutes could certainly serve as a model, at least for organizational purposes, for a post-graduate institute or school of librarianship.

Other discussions with the principals of both colleges of technology also indicated their interest in the establishment of a library school but these of course would likely, though not necessarily, be related to the professional examinations of the Library Association. For comparative purposes tentative plans and estimates submitted by the University College at Ibadan and the Nigerian College of Technology were secured.

One important concern is whether a school in one of the four countries could in fact attract students from the other three. Consultation with several of the leaders in education in Ghana on this matter was very encouraging. It was pointed out that in the case where only a small number of students are involved and where the school is of such specialized nature that it is obvious that only one is needed in the West African community, there would be no question about sending students, even those on government fellowships, to another country. Ghanaians, it was shown, are regularly sent to the medical school at Ibadan.

Another consideration in support of a school in West Africa is the fact that librarianship there has now reached a stage where it is developing its own characteristics. The training, therefore, should be related to the problems and practice which prevail in West Africa, not that in England or elsewhere. The special problems covering book preservation, administration, and services posed by the climate, specific aspects of village organization, or tribal mores and customs are representative examples. Also a great deal of research needs to be done in various aspects of library operation, communications, reading, and other cognate areas as specially related to Africa and Africans. These could best be organized and carried out in an institution located in West Africa.

The question of professional qualification will need to be carefully studied. At the present time the qualifications and certification of the British Library Association are used. However, the Associateship and the Fellowship of the Library Association are not based on formal educational qualifications but upon written examinations designed for librarians in Great Britain. Other Commonwealth countries have found them unsatisfactory for their purpose and have set up their own standards for qualification, and procedure for certification.

What are some possible alternatives to the present method?

- A. Work with the Library Association in setting up a syllabus more suitable for African purposes.

There have been some discussions along these lines by the Library Association Examination Committee this year.

- B. West African Library Association to develop its own examining and certifying body.

This is expensive and calls for permanent, specialized staff. In view of alternatives below this does not appear to be a satisfactory possibility.

- C. Certified by an educational institution in West Africa.

1. Prepare students for diploma of the School of Librarianship, University College, London.
2. Grant own diploma and/or certificate, i. e., of the West African Institute of Librarianship.
3. Have all students also sit for British Library Association professional examination.

D. West African Library Association to set up its own system of certification and qualification based on the Diploma of the West African Institute of Librarianship calling for a university degree plus one year of post-graduate study but recognizing several alternative forms of preparation and qualification on an established table of equivalencies.

These equivalents could be, for example:

1. University degree plus the Associateship of the Library Association (England)
2. University degree plus post-graduate professional degree from a library school accredited by the American Library Association (Canada and United States)

To one looking from the outside a West African Library Association certification has, seemingly, much merit. It would enhance the prestige of the Association and provide for it a continuing and essential function that is needed for strength and purpose. By officially recognizing the qualification of other professional library bodies it would prepare the way for flexibility and convenience in attracting personnel from all over the world. Also, in rigorously applying a standard higher than the present Library Association qualification there is no reason why a W. A. L. A. credential would not only be as valid and as respectable as the London qualification, but will soon be recognized as being superior to it.

The advantages of overseas study need not be lost, as a selected group could still be given such opportunity. One advantage would be that some could be mature and experienced librarians sent overseas for advanced study. But it must be remembered that it is only the university graduate who can be admitted to the School of Librarianship, University College, London, or to any of the library schools of Canada or the United States.

While any of the institutions named would provide a suitable home for a library school, in the surveyor's opinion the most likely institution is the University College at Ibadan. As for physical arrangements, part of the new library building was designed for just such a purpose. The College has an excellent reputation and carries high prestige in the African community. There is a fully qualified library staff upon which to draw for instructional purposes. The library itself is outstanding and would serve as the finest example to prospective librarians. The bibliographical collections of the library and the materials already at hand in the general field of library science are such that they could with but very little supplementation be adequate to support the teaching program of a library school.

Finally, the attitudes and the qualifications of the librarian of University College who in his experience combines both Commonwealth and United Kingdom theory and practice is particularly well fitted to develop a sound, imaginative, and forward-looking training program. It is urged that the Carnegie Corporation look carefully into the possibilities of establishing a post-graduate West African Institute of Librarianship at University College, Ibadan.

In considering the establishment of a professional school there is always the question of the employability of its graduates. The surveyor is of the opinion that future developments will call for trained librarians in ever increasing numbers. It might be well, in the light of the growth of the library movement during the past decade and a half to recall the statement made by the Advisory Committee of the Achimota School in explaining the closing of the library training course: "the prospect of the establishment of further libraries in which librarians may be employed are, at the present time, remote and the Committee felt that it would be a mistake to enrol students for whom there was no definite prospect of employment. The Committee discussed generally the future of the Librarian's Training School. It considered that the demand for a Training School would continue for some years to come but that no definite recommendation could be made until Government's Library development policy was formulated."²

It is tempting to speculate on how much further the library movement would be today if this library school would have been continued. Miss Evans, for one, writes, that, at least, "If the Library School had been continued, the difficulties of staffing which are still being encountered by the [Ghana Library] Board would have been greatly reduced."

² Evans, Evelyn J. A. The Development of public library services in the Gold Coast. (Library Association Pamphlet no. 14) London, Library Association, 1956. p. 18.

Itinerary

September 27, 1958 was spent in New York City conferring with officials of the Carnegie Corporation. It was also possible to meet several members of the Nigerian government service who happened to be in New York, as well as the Deputy Director of the Regional Library of Eastern Nigeria also in New York at that time while on an UNESCO traveling fellowship.

The week of September 30 to October 4 was spent in London to confer with officials in the Colonial Office, the British Council, and the Library Association. One day was spent at the headquarters of UNESCO in Paris.

The flight from London arrived in Lagos Sunday afternoon, October 6. Following several days in the Lagos area, Enugu, the capital of the Eastern Region of Nigeria was reached on Friday, October 11. The original intent was to remain there until the 15th, then departing for Kano. Unfortunately, heavy rains closed the airport and it was impossible to leave Enugu until Friday, arriving by train in Kaduna, capital of the Northern Region, early on Saturday the 19th. After visits to Zaria the return was made to the Western Region capital, Ibadan, on Monday, October 21, followed by one more day in Lagos.

Accra, the capital of Ghana, was reached Sunday, October 27. The period in Accra and Achimota was broken by a three day trip to Kumasi (October 31 to November 2) followed by departure for Bathurst, capital of Gambia, on Tuesday, the 5th. Three days in Bathurst were followed by four days in Freetown, Sierra Leone, with the return to Accra on November 15. The second week in Accra was broken once more by trips to Koforidua and to Takoradi, Sekondi, and Cape Coast, with final departure from Accra on November 21 for the return to Nigeria. Friday and Saturday, the 22nd and 23rd, were spent in Lagos followed by four days in Jos and the surrounding area. The return to Lagos was made Thursday, November 28, back to Accra on Friday the 29th, with departure for New York early Sunday morning, December 1, and arrival in New York late in the evening of the same day. All of the major hops were made by WAAC airlines except for the rail trip from Enugu to Kaduna. Trips to the outlying areas around Lagos, Accra, Enugu, Onitsha, Jos, Kaduna, Kumasi, Bathurst, and Freetown were by automobile.

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