Academic libraries reflect the development of the colleges and universities of which they are a part. These libraries, integral parts of the institutions, they serve, design their collections and services to meet the instructional programmes of the particular institution. The programme of the academic library varies depending upon whether the institution is a doctoral-granting research institution, a comprehensive university or college that offers a liberal arts programme as well as several other programmes such as engineering or business administration, a liberal arts college, a two-year college or institute, or a specialized institute such as theological school, or a medical school, law or other professional school.

The basic assumption governing the growth and development of all academic libraries is that the library plays a role of central and critical importance in the instructional and scholarly life of the college or
University. In his 1966 report to the American Council on Education, 'An Assessment of Quality in Graduate Education', Allan M. Carter wrote:

The library is the heart of the University; as other single non-human factor is as closely related to the quality of graduate education. A few universities with poor library have achieved considerable strength in several departments, in some cases because laboratory facilities may be more important in a particular field than the library, and in other cases because the universities are located close to other great library collections such as the Library of Congress and the New York Public Library. But institutions strong in all areas invariably have major national research libraries...

Most of the universities originally were founded as colleges, and almost without exception each University library developed into a great central library out of the original college library, adding to its specialised libraries serving the professional schools. The libraries in the universities offer services that facilitate the use of recorded information in all formats.

FUNCTIONS OF A UNIVERSITY

It is axiomatic that the traditional, primary functions of a metropolitan university are teaching, research, and preservation and dissemination of knowledge. But within the African context, there is need for a fundamentally different conceptualization of the University idea.

For although the metropolitan university has been structured for advanced, industrial societies, the tendency has been for its wholesale implantation in Africa where the sector to which the traditional university is geared, is very small. J. T. Saunders pinpointed this problem when he said:

"At present education in British West Africa has followed the pattern of education that has developed in England. It does not necessarily follow that this is the best one for West Africa; modification can be made to suit West African condition."

Fafunwa was making the same point when he asked the following suggestive questions:

"Are the Nigerian Universities aiming to emulate Oxford, Cambridge, Harvard, Yale or Moscow and priding themselves on being replicas of these institutions or are they to develop as authentic African Universities with their own personality and uniqueness? Is there a place in Geneva where academic standards can be weighed like gold and silver on an international scale? Is parity of esteem to be judged by the label or by the performance of the product in terms of ability to do work?"

Above all, the reality of this problem is vividly brought to the fore by the Association of African Universities:

"Partly because Africa has had no continuous university tradition and partly because the planners of the new African Universities were academics drawn from metropolitan countries, virtually all of them have drawn their inspiration from, and modelled their institutions upon, foreign universities especially those of the ex-colonial powers."

Viewed against this background, the functions of an African University were redefined at a workshop of the Association of African Universities held in Accra, Ghana from 10 to 15 July 1972. According to the workshop participants:

"A truly African University... must be one which, while acknowledging the need to transform Africa into the twentieth century, must yet realise that it can best achieve this result by completely identifying itself with the realities of a predominantly Sixteenth Century setting, and the aspirations of an unsophisticated but highly expectant people. It follows that that the emergent African University must, henceforth, be much more than an institution for teaching, research and dissemination of higher learning. It must be accountable to, and serve the vast majority of the people who live in rural areas. The African University must be committed to active participation in social transformation, economic modernization and the training and upgrading of the total human resources of the Nation, not just of a small elite."

In the light of these fundamental requirement the role of an African University was analysed into the following six major function:

1. Pursuit, promotion and dissemination of knowledge.
2. Research.
3. Provision of intellectual leadership.
4. Manpower development.
5. Promoting social and economic modernization.
6. Promoting inter-continental and international understanding.

The Nigerian universities themselves establish their

6. Ibid., pp. 42-44.
own priorities at the local level especially with respect to areas of specialization aid extent of emphasis on law, administration and social studies in the University of Lagos. The University of Benin started off as a technological university and, therefore has a bias for applied sciences. The Universities of Ibadan, Ife and Nigeria and Ahmadu Bello University offer Public Administration at sub-degree level.

OBJECTIVES OF A UNIVERSITY LIBRARY

The major obligation of the library is to provide the material which will now and in the future best contribute to the fulfilment of these functions (Fig.4.1 shows both the hierarchy of library objectives and the extent of emphasis on different types of materials in the metropolitan universities.7

The first objective and major priority of the library is to provide material in support of the learning process -- that is material for students course work, their assigned reading as well as background reading for essays term papers etc. The second major objective is to provide material in general support of research and advanced study. The third objective is to assist the library user in his own personal self development. The fourth objective is to cooperate with other university libraries with a view to developing a network of academic

Fig 4.1  Hierarchy of library objectives in metropolitan universities
library resources which are at the disposal of all students and teaching facilities. The final objective is to serve the specialized information needs of the community and region within which the University is situated.

Basically, the traditional university functions of teaching, research and conservation and dissemination of knowledge still remain valid in an African University except that unlike in the former, they are equally important in the latter. In addition, the African University goes farther a field to promote both social and economic modernization and intercontinental and international understanding. Consequently African university objectives which are based on these function are more elaborate and more broad-based than those of metropolitan university libraries. In Fig. 4.II the functions of African Universities, the objectives of their libraries and the levels at which they operate are illustrated by six concentric circles A-F. The innermost circle A represents the functions of the University, around which the library objectives in circles B-F revolve. Circle B represents the specialist research and postgraduate student group. This is also the highest level of manpower training. The library objective in this regard is to provide those materials which extend the frontiers of knowledge such collections include materials published in all languages in the areas in which postgraduate research programmes are offered.
Circle C illustrates undergraduate programmes and high level manpower training. To support these programmes, the library provides curricular materials which cover the subject field covered in the university curriculum. These materials include most texts, syntheses, introductory works, historical treatises and biographies.

In Circle D is shown the intermediate manpower training function of African Universities. It is the responsibility of the library to provide subdegree level materials for this group include the Diploma, Certificate and Associateship students as well as those on in-service training courses.

Circles E and F show the non-traditional functions of an African University. The role of the library here is to provide inter-disciplinary materials. Such collections are extensively used mostly by the research units and the African studies centres. In this category are also found light reading materials for the sure reading.

Cooperative links exist between one African University library and another. Besides, rational union catalogues are maintained in some African countries.

Usually situated in big towns and cities, African universities are no longer content with the traditional concept of a university as "a citadel of learning an institution for the pursuit of knowledge very often for its own sake, helping the initiated individual student to develop his
Fig. 4.11 Functions of African Universities and the objectives of their libraries
intellect to the highest possible extent, and teach, guided principally, if not entirely, by its own right and its own wisdom.

In the developing countries, the universities were favoured institutions, and it is not surprising that at first they stood in some splendid isolation and enjoyed all the reverential attention due to a first born. The smaller and poorer the areas served the more modest they tended to be and the more restricted their scope for development. Not all were established at the same time; they were inaugurated over a period of twenty years and more and were sometimes the immediate forerunners of political independence. Some of the early universities being the first in their respective areas were either regional or served a very large national entity indeed. Makerere College in Uganda served the whole of East Africa; the University college of the West Indies in Jamaica served the "British" islands of the English speaking caribbean as well as British Honduras and British Guiana, University College Ibadan served the whole of Nigeria; Gordon College, Khartoum, served the Sudan.

Distinguishing features of these universities were that they were built in rather a hurry; they were regarded as the keys to the future good government and smooth development of their respective countries and they were regarded as part and parcel of comprehensive national development plans linked with independent status.
The universities came at a time of rapid change and were themselves force for change. They were guided to a large extent by the planning requirements of the national governments they served and the more so as expatriate officials in government and high political officers were replaced by nationals.

When the universities were established their libraries began microcosmos of university libraries elsewhere. They formed the same divisions, prepared themselves for the same functions, introduced the same standard routines but on a small scale. Their first objective was to carry out what they were supposed to do; to serve the students and staff and the research needs of the later.

The basic demands made of university libraries in Africa are little different to those made in other parts of the world namely to provide curricular materials to back up teaching programmes and documentation for research needs. Another, more varied, acquisition is to provide for the general reference and lending needs of the university community. It is in this latter respect that there is perhaps the most significant contrast with university libraries elsewhere for all too often in Africa the University library exists in near isolation, so that users are unable to spread their demands between university and public library services.
STANDING CONFERENCE OF AFRICAN UNIVERSITY LIBRARIES

Origin

Although African academic libraries were in attendance at the two UNESCO sponsored conferences on public libraries in 1953 and in 1962, there is hardly any attempt was made at these conferences to evolve a formal organisation of African University Librarians. Indeed, the first conference to bring together the officers of universities on the African continent was the conference on the Development of Higher Education in Africa which was sponsored by UNESCO and held at Tananrivi, Malagasy, in September 1962. As a follow up to this conference, a meeting of Heads of African Universities was held in Khartoum, Sudan in September 1963. A resolution was passed at that meeting, expressing the need for cooperation and consultation between University Librarians in Africa.8

The problems facing African academic librarians in 1964 were of a different kind, however. The Conference on Higher Education in Tananrivi in 1962 had noted that there was need to expand student enrolment from 31000 for the whole of Middle Africa9 in 1962, to about 2,74,000 in 1980. At that time Nigeria, with a population of 52 million has less than 5000 university students, compared to 2,16,000 in Great Britain with the same population. There was roughly one


9. Middle Africa here means Africa South of Sahara, excluding Southern Africa.
university for every 8 million people in Middle Africa. Libraries were few and university libraries being the only ones which had achieved any level of development in terms of organisation and the provision of service found themselves in leadership roles in their respective countries.

Harold Holdsworth, then librarian at University College, Dar-es-Salaam, described the role of African University libraries at the beginning of the 1960s in these words:

Within the last decade several university libraries have been brought to a position of pre-eminence as being the largest collection in their own territories, as they were the first in the field and relatively generously subsidized. They became example to be followed appreciated copied or at least aspired to. 10

An example is the library of the University of Ibadan, Nigeria, which was from 1950 to 1970 Nigeria's effective National Library with responsibility for producing the National bibliography 'Nigerian Publications'.

The Leverhulme Inter-Universities Conference on the needs and problems of University Libraries in Tropical Africa was held in Salisbury, Rhodesia, on September 14-23, 1964. The conference brought together for the first time representatives from 21 University and college libraries in Sub-Sahara Africa. Four representatives accepted invitations but could not attend of these delegates. Only six were indigenous Africans. The theme of the Conference was

"Co-operation", and its deliberations centered around 18 working papers presented before the delegates.

Resolutions concerned the place of the University library and the librarian in the University structure, library training and education, inter-library cooperation, library buildings, legislation, and standardisation and exchange of statistical information. The most important outcome of the Leverhulme conference was that it provided an opportunity to lay the foundations for lasting cooperation between librarians of African University Libraries. In this sense, the most significant resolution was the one concerning the establishment of a Standing Conference of African University Libraries (SCAUL), which was to meet at two-yearly intervals. It was agreed that a 'Newsletter' be published as a means of communication among members. A standing committee made up of five librarians from the West and three from the East was appointed to coordinate the activities of the standing conference. The Standing Committee held its first and only meeting on the last day of the conference.

The Middle Period, 1965-70

At the Salisbury conference, it was agreed that the standing committee should act for two years or until the next full conference, whichever, period was shorter. The standing committee was also to have prepared a formal constitution during this period.

But none of these hopes were realized. However, the
organization was kept alive by the SCAUL Newsletter which Mr. W.J. Plumbe edited from Ahmadu Bello University. In Zaria, Nigeria from 1965 to 1966, and from the University of Malawi in Limbe, Malawi, from 1966 to 1968, five numbers of the Newsletter were published during this period.

The only meeting of the original standing committee was held right after it was formed at the Salisbury conference. Indeed there has never been a full meeting of SCAUL since 1964 and it is to the credit of members that they used opportunities provided by other conferences to keep the work of the organization going.

The Nairobi Conference 1967

The first of such conferences was the International conference on African Bibliography sponsored by the International African Institute and held in Nairobi Kenya in December, 1967. The Nairobi conference brought together librarians and documentalists representing 30 African universities and governments, five each from the United Kingdom and the United States, and eight from continental Europe. The conference was concerned with various problems of bibliographical control of African material which the standing conference of African University Libraries had identified at the Salisbury Conference and through the medium of the SCAUL Newsletter.
Mr. Harold Holdsworth, Librarian of the University College Nairobi, convened an extraordinary meeting of members of SCAUL at which only two of the eight members of the original standing committee were present. At this meeting, it was agreed that a new standing committee be elected by mail ballot, and that a questionnaire be published in the newsletter to obtain the view of members on the future SCAUL, with particular reference to membership, role and finance. The results of the ballot were made known in October 1968.

The Lusaka Conference, 1969

It was sponsored by the Commonwealth Foundation and held at the University of Zambia in Lusaka, August 25-28, 1969 may be regarded as a following to the Salisbury conference.

The Standing Committee held several meetings during the Conference, and came up with the following proposals for the future of SCAUL.

(a) Structure Membership is to be open to heads of university libraries eligible for membership of the Association of African universities. Activities of SCAUL would centre mainly in the area organization of members, each area electing one representative to a SCAUL central committee. The secretary and the editor of the newsletter would be members of the central committee. The following areas were envisaged: Eastern Africa, North Africa, West Africa and Central Africa. Members would be free to join the area of their choice, and to attend meetings of other areas as observers.
(b) **Aims**:

(i) To support and develop academic library services in the areas covered by SCAUL.

(ii) To promote interchange, contact and cooperation among academic libraries in Africa.

(iii) To collect, co-ordinate and disseminate information on academic library activities particularly in Africa.

(iv) To encourage increased contact between SCAUL's members at the international academic library world.

(v) To organize and encourage conferences and seminars concerning academic librarianship.

(c) **Finance**:

Each area would determine its own membership subscription out of which £1 per member should be paid to the editor of the newsletter as subscription.

(d) **Newsletter**:

The SCAUL Newsletter would be issued once a year and be sold to non-members.

At the end of their conference the Commonwealth librarians approved resolutions similar to those passed in Salisbury in 1964.

**Regionalization, 1970-74**

Standing Conference of African University Libraries:

Eastern Area (SCAU Ellison) The first of the new area organizations anticipated by the structure agreed at the Lusaka Conference in 1969 was the Eastern Area. It held its inaugural conference at the Harle Selassie I University, Addis Ababa, Ethiopia, from February 10-13, 1971. Delegates
representing the University, librarians of the following countries participated in the Conference.

Ethopia, Kenya, Lesotho, Batswana and Swaziland, Malagasy, Malawi, Mauritius, Sudan, Tanzania, Uganda, and Zambia.

The University de Somatra, although eligible for membership could not send a delegate. There were observers from West Africa, the Organization of African Unity and other international organizations, and a number of overseas institutions.

The conference adopted a constitution with aims similar to those agreed for the parent body in 1969, but with specific reference to the Eastern Area.

Resolutions were adopted on the following subjects: national bibliographies; regional bibliography; cataloguing and classification of Africans; University publications; Eastern area exchanges of publication; national newspapers; government publications; publications of the Organization of African Unity and education for librarianship.

The Standing Conference of African University Libraries, Western Area. The inaugural conference of the Western Area of SCAUL-SCAULWA - the second area to be formed under the structure agreed at the Lusaka conference in 1969, was held at the University of Lagos, Nigeria, April 4-8, 1972. Participants at the Conference included 15 from West African Universities, one representative from the SCAUL central committee, one delegate from SCAUL Eastern Area, and two
observers from the United Kingdom.

Ten papers on a diversity of problems facing University libraries in West Africa were presented before the Conference. They ranged from difficulties experienced in the acquisition of government publications to the treatment and preservation of oral tradition, an area long, and still largely, neglected by African University libraries. Resolutions were passed on the following subjects: national bibliographic control; library cooperation; preservation of oral tradition and private papers; dissemination of research information, and training activities for library personnel. The conference adopted a constitution for SCAULWA along the following lines:

(a) Membership: Open to all libraries of the Universities which are eligible for Membership of the Western Area Conference of the Association of African Universities. Others members of SCAUL may considered for Associate Membership of SCAULWA.

(b) Aims: The same as per SCAUL, but with particular reference to Western Africa.

(c) Structure and Organization: There shall be a meeting at least once every two years. Attendance being open to heads of full member libraries or their representatives observers; and officers of the SCAUL central committee. A Chairman/Secretary shall be elected at each meeting, and there shall be conveyer for each meeting. Annual membership dues were fixed at £20 sterling. A special meeting may be called at the written request of the majority of full members of SCAULWA.
The second conference of SCAULWA was held at the University of Dakar, Senegal in April 1974.

The Standing Conference of African University Libraries

(1) Achievements:

Perhaps the greatest achievement of the standing conference of African University Libraries was staying alive, in view of the numerous problems it faced when SCAUL was inaugurated at the Liverhulme Conference in Salisbury in 1964, it was hoped that the full conference would meet at least every two years, and that the standing committee would meet more often. As things turned out, no full conference of SCAUL has been held and the first SCAUL conference of any kind was the inaugural meeting of the Eastern Area in February 1971. But only the appearance of the 'Newsletter' on a fairly regular schedule seemed simply at least, to remind members that they still had an organization.

Membership:

The 'Handbook of National and International Library Associations' estimates the membership of SCAUL in 1972 at 28. Based on attendance at inaugural conferences of the two areas so far established, this is a fairly accurate figure. Compared with the figure of 23 in 1964,\(^\text{11}\) this is certainly a poor growth rate. Since it was agreed at the Lusaka

Conference in 1969 to extend membership to all institutions eligible for membership of the Association of African Universities, the potentialities for growth in the membership are even greater. Two factors need to be clarified with regard to membership. SCAUL has no control over the establishment of universities, so its growth rate is not a reflection of the weakness of the organization; secondly, the strength of an association such as SCAUL does not lie in numbers.

Organisation and Structure:

SCAUL was originally conceived as a Sub-Saharan African Organization, but even this geographical delimitation could not eliminate the immense communication problems evolved in maintaining an association in a vast region with a low level of development in transportation and other means of communication.

The new regional structure has however improved communication thereby facilitating more frequent meetings between members.

Identification of problems affecting members

By acting as a forum for members to meet and exchange views on common problems, SCAUL has been able to justify its existence. Resolutions passed at the Salisbury conference in 1964, and the Eastern and Western Area Conferences in 1971 and 1972 have identified the most pressing problems of
academic librarianship in Africa. These problems may be summarized from the various conferences as being

(a) Bibliographical control

(i) National bibliographies - Absence of legal deposit laws and national bibliographies in some African countries and the way this affects libraries. SCAUL has suggested that where there is no national library this function should be given to one of the University libraries.

(ii) Government publications - In view of the difficulties encountered in the acquisition of African government documents, governments bookshops along the lines of the Majesty's Stationery Office Bookshops in the United Kingdom.

(iii) Publications of the Organization of African Unity. For the same reasons that affect the acquisition of documents of individual African governments, the OAU should consider electing one or more universities in member countries as depositories for its publications, or make them available through the book trade.

(iv) University publications and research: There are inadequate arrangements for exchange of publications and research information between African universities, and members of SCAUL could help by producing lists of publications and research in progress and making these available to members.

(b) Cooperation

(i) Exchange of publications.

(ii) Exchange of staff and similar twinning arrangements.

(iii) Assistance to one another in the purchase of local materials.

(iv) At its 1972 meeting, the Western Area Conference proposed the establishment of a cooperative Acquisitions Plan to cover parts of Africa outside the Western Area. It was hoped that such a plan would be similar to the British standing Conference on library materials in Africa (SCOIMA).
(c) **Education and Status of Library Staff**

(i) There is need for university library staff to be educated at the graduate level.

(ii) Continuing education should be emphasized through exchange arrangements with other African University libraries, or by trips abroad.

(iii) They should be equal in status and salary to the teaching faculty.

(d) **Oral tradition**

It has been suggested that each time "a lucid and informed old African dies, a whole part of the historical landscape of his country is abolished." Yet, African university libraries have for long neglected the collection and presentation of oral tradition, leaving the task to historian and anthropologists. The need for librarians to be more actively involved in the process was stressed by S.C. Nvoye at the Western area conference in April 1972.

**Problems**

One fundamental problem which the standing conference of African University Libraries has faced since its inception is that opportunities for members to get together and discuss their problems have been very few indeed. Another basic issue has been the apparent inability of SCAUL to take initiative as a corporate body in implementing resolutions adopted at Conferences.

**Communications**

The problem of communications in a continent as vast and as underdeveloped as Africa can sometimes be moderately described as baffling. In 1964, Douglas Varley noted that
it took approximately three weeks for an air letter posted in Kinshasa in Zaire, to reach Salisbury in Rhodesia a distance he estimated to be less than that between London, England and Istanbul, Turkey. That situation has improved, but it is still unsatisfactory even within national boundaries.

The barriers which affect libraries the most are linguistic and cultural. An example is the Western Area of SCAUL which has members from both Anglophone and Francophone Africa. This has meant that correspondence and conference proceedings have to be conducted in English and French. With the achievement of independence by Guinea (Bissau) and Angola they may soon have to be conducted in Portuguese also.

Organizational Structure

The decision at the Lusaka Conference of Librarians from commonwealth. African universities to regionalize, SCAUL has led at least to an improvement in communications which has resulted in greater contact among members. The decision to decentralise was a step in the right direction, but one important element is still lacking in the organizational structure of SCAUL: a permanent secretariat.

The SCAUL central committee is a co-ordinating body,

The John F. Kennedy Library,
Haile Selassie I University,
Addis Ababa.
with little or no control over the activities of Area organizations. Because members of the Central Committee are based in different parts of the continent, it cannot act even as a clearing house for the dissemination of information to members SCAUL is fortunate that the Association of African Universities whose main functions is the promotion of exchange and cooperation among African Universities already exists as a viable organization with a permanent secretariat.

Louis B. Frewer, former superintendent of the Rhodes House Library in Oxford, England, who was an observer at the Western Area Conference in 1972, summed up its success in these words "Success can only be confirmed when it is known how far the resolutions have been found possible by implementation."13

A university library is no longer part of an ivory tower world; it is a practical, service institution, accountable for every aspect of its performance. M.A.Gelfard in his book 'University libraries for developing countries' states : "The fundamental role of the library is educational. It should not be operated as a mere storehouse of books attached to a reading room, but as a dynamic instrument of education."

Gelfand is here summarizing the three stages of

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library development. He first of these states was the storehouse 'period' of librarianship; libraries as warehouses, containing books' carefully stored for indefinite preservation'. It followed from this that the librarian's role was that of an avid collector and a jealous preserver; actual use of the materials militated against preservation and was therefore discouraged. The second stage of library development is the 'service' period, here the criterion is the greatest use of library materials by the greatest number of people. To encourage such use, catalogue and bibliographies are compiled, classification system devised, circulation system designed. It is at this stage that practically all libraries have arrived. But now we are moving into the third period of development, where the emphasis is on the educational function of the library. Harold Laneour described the objectives of this third stage as 'the creation of a broad and positive form of education, designed for the recognized potential users of the library and which makes use of the materials and services peculiar to the library'.

The University Grants Committee in 'Report of the Committee on Libraries' commented: 'In the period since the war the most fundamental change in attitude in university libraries has been from the inward-looking conservative method to an outward-looking organization geared more directly to the needs of the readers.'
Nigel Cox in his paper in 'Interface' on management criteria in the design of systems for academic libraries makes a useful attempt to analyse further the functions of a university library, under five headings; namely: 'control', 'archive', 'service', 'co-operation' and 'research and development'. Control covers ordering accessioning, cataloguing, circulation, stock taking.

41. EAST AFRICA

41A. BURUNDI

Burundi's library resources are primarily concentrated in the Université Officielle and a few smaller, usually government, supported schools. All institutions of higher learning along with their library holdings are in the capital city of Bujumbura.

The official University's library system consists of a central library and five independent departmental libraries. Aggregate holdings of all facilities amount to about 70,000 titles, 670 periodicals, out of which 290 periodicals are kept fully up to date, and 100 microfiches. The Central Library's collection of over 33,000 volumes covers all major subjects and is utilized by 1650 students and 240 faculty.

The staff of 36, trained in France and Senegal, generally maintained an acquisition rate of 3000 titles a year through expenditure of funds provided, gifts and
exchanges with foreign universities. Departmental libraries are provided for administrative and economic sciences, letters and humanities, medicine, psychology and education and physical sciences.

In addition to those at the official university, libraries are maintained at the Theological College of Bujumbura, The Military High Institute, and the École Normale Supérieure du Burundi. Only the last a college for teachers, possesses a collection in the range of 10,000 volumes, which serves to emphasize the central importance of Burundi's single university among academic libraries.

41B. ETHIOPIA

The principal resource of the academic libraries, is the library system of the University of Addis Ababa. Founded in 1961 and building on the collection of the University College of Addis Ababa established 11 years earlier, the University Library had by the mid-1970's, 13 branches, including law, medical, engineering, science agriculture, and public health. The collections were developed extensively with Ford Foundation and U.S. AID assistance exceeding 250000 volumes, they include a unique library of Ethiopiana at the Institute of Ethiopian Studies, where the holdings of more than 25000 volumes made up of a comprehensive collection of books about Ethiopia and the Horn of Africa. Some 1000 books, mostly in Amharic printed
in the country; and a collection of more than 700 manuscripts and scrolls. The library publishes 'Ethiopian publications' (1965– ) a classified list of books and periodical articles published in Ethiopia.

The University of Asmara Library was founded by Italian nuns and added collections in English after University status had been granted to the institutions in 1967. It has some 50,000 volumes.

41C. KENYA

The academic libraries in Kenya, those at the University of Nairobi and Kenyatta University College are well equipped and are staffed by Kenya's top librarians. Well organized and well-maintained libraries are also located at the Kenya Science Teachers College, Kenya Technical Teachers College, Kenya Polytechnic, and the Kenya Institute of Education, all in Nairobi, and Egerton College in Njoro.

1. THE UNIVERSITY OF NAIROBI

Preparations for the establishment of the University of Nairobi were begun in 1947. The actual building started in 1951 under a Royal Chapter and was called the Royal Technical College of East Africa. Classes were first held in April 1956 and 215 students were enrolled. At that time the students who took "A" level examinations went to universities elsewhere. Engineering students went on to the
Royal Institute of British Architects. In 1961, the college was renamed the Royal College of Nairobi, but it has the status of a university college; students were prepared for bachelor of arts and sciences degrees of the University of East Africa administered from Makerere, Kampala. The student population had risen to and the curriculum now included medicine, veterinary science, engineering, and the arts. In 1978, there were 5500 undergraduates and 800 graduate students and the name had been changed to the university of Nairobi. This University is the oldest and largest institute of higher learning in Kenya.

2. LIBRARIES OF THE UNIVERSITY OF NAIROBI

In addition to the Gandhi Memorial Library, the University of Nairobi has six other Branch libraries, the Adult Studies Center, Kikuyu; Architecture, Design and Development; Chromo Science Library for Biological and Physical Sciences; the Institute of Development Studies; Fabeta Library for Veterinary Medicine and Agriculture; and the Medical Library at the Kenyatta National Hospital.

The University of Nairobi with its Gandhi Memorial Library was built about thirty years ago. At that time, the institute was a technical college, and only 15 per cent of Kenya's Secondary School children went on to College. Now 30 to 40 per cent of Kenya's "A" level students are offered places at the University of Nairobi. In 1956,
University of Nairobi. Gandhi Library
Kenya's population was less than 8 million; the present population is over 15 million and is increasing. Gandhi Memorial Library was designed for five hundred students taking technical courses in 1956. Today there are over five thousand undergraduates and eight hundred postgraduates with a strong teaching staff of over six hundred. While there were no degree courses in 1956, there are now degrees at all levels - the Bachelor's, Master's as well as Ph.D. degrees - in all imaginable disciplines. Most of the teaching staff have the Ph. D. degree and several are involved in research.

Book stock in 1961-62 was 35000 for a readership of 45 students. By 1978, this figure rose to 3,00,000 with a periodical subscription of 3000. Teaching methods have also changed tremendously. Students are encouraged to take greater initiative in the learning process, which means more or more of them use library facilities than they did in 1956. Nearly all the students live on campus, as a result of which greater use is made of the library.

Library facilities have not kept with the growth in student population. The library is so designed physically that expansion of the building is not possible. The staff is not adequate, and most of the personnel are concentrated at the main campus, library, leaving most of the branch libraries in the hands of untrained staff. And those that do have trained staff have only one qualified librarian.
Beginning in 1970 a number of conferences, workshops, and seminars have been held at the University of Nairobi. Researchers from institutions outside the University also attend, as do some librarians. These meetings are organized by users of information which would indicate a need to determine whether these users' needs are being met. All of these meetings are on information, and these users could be experiencing some problems in the information transfer between researchers and users. One area that needs to be explored is whether the University of Nairobi libraries need to map some user surveys to establish what the user needs are. The KIA could undertake this task.

3. KENYATTA UNIVERSITY COLLEGE

Kenyatta University College was established less than ten years ago by presidential decree. Although it is a constituent college of the University of Nairobi, it is a full-fledged university in all ways except that it confers degrees of the University of Nairobi. Research projects which its librarians have completed are "Man Man: A select Bibliography", "Education Bibliography of Bibliographies", and "A Directory of Libraries in Kenya". Eleven more research projects are being published, including a directory of libraries in East Africa.

The library has inadequate room for both staff and
### 4.1. LIBRARIES IN KENYA (1978)

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Volumes in collection</th>
<th>Annual expenditures (Shillings)</th>
<th>Population served</th>
<th>Professional staff</th>
<th>All staff (total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>8</td>
<td>450,000</td>
<td>10,000,000</td>
<td>10,000</td>
<td>40</td>
<td>200</td>
</tr>
<tr>
<td>Public</td>
<td>18</td>
<td>380,000</td>
<td>N.A.</td>
<td>1,000,000</td>
<td>25</td>
<td>130</td>
</tr>
<tr>
<td>Special</td>
<td>55</td>
<td>700,000</td>
<td>N.A.</td>
<td>N.A.</td>
<td>20</td>
<td>150</td>
</tr>
</tbody>
</table>

stock, and plans for a new library are under way, with the assistance of the British Council.

4. **TEACHERS TRAINING COLLEGE**

Institutions that train secondary school teachers include the University of Nairobi, Kenyatta University College, the Kenya Science Teachers College, the Kenya Technical Teachers College, and Egerton College, all of these have excellent libraries. In contrast, the seventeen colleges for training primary teachers are very poor and are no better than the school libraries. At present, a training programme for graduate teachers working in primary teacher training colleges is being planned. Specifically, the teachers will be given training in working at the learning resources centres which are scheduled to be established in these colleges.

E.J. Josey states: "If teachers show students how to analyze and develop concepts, thus stimulate their intellectual curiosity and critical thinking; the librarian on the other hand shows students how to locate and document these concepts and assess their resources, thus the librarian provides the intellectual substance that is recorded in the resources which are acquired by the library."¹⁵

In this same vein, when planning a training programme

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for learning resource center specialists, all professionals have to be involved because each has a role to play. Otherwise the programme would be recognized only within the primary teacher training colleges. The National Committee on Educational Objectives and Policies has commented:

"Many industrial organisations provide training which is not recognized anywhere else except within the immediate needs of the industry. The trainees thus become virtually obliged to stay with the particular industry. As a result there is tendency to employ them on very poor terms as they have no way out. It is proposed that everything should be done by the Government to convince such industrial organizations of the need to train Kenyans to correct manpower shortages and to do so at levels which are recognized nationally and internationally."

One would hope that the training to be given for this learning resource centres course will lay the foundation for a school of librarianship in Kenya.

41D. RWANDA

The library of the National University of Rwanda in Butare is the most important academic library in the country. Founded in 1964, it contained 41,000 books in 1971, and the number grew to 78,000 books and 630 periodicals in 1977. It comprises a main library, law library, medical library, Centre for Documentation, binding department, and bibliographic center for information on Rwanda. The Library of the


National Pedagogic Institute, established in 1966 in Butare, had an estimated 20,000 volumes in 1976. The Catholic Major Seminary of Nyakibanda has a library specializing in philosophy and theology. Also, two young institutions are developing their libraries in Kigali.

41E. SOMALIA

The Somali National University has a central library and a few faculty libraries. The Central Library was organized largely with the Italian assistance. It has a collection of about 23,000 volumes.18

The library of the College of Education has 32,000 volumes19, and it includes also text books in multiple copies. The libraries of the Faculty of Medicine and Agriculture are also fairly well equipped. Generally speaking, the University Library system is far from adequate for supporting the instructional and research programmes.

41F. TANZANIA

1. THE UNIVERSITY OF DAR-ES-SALAAM LIBRARY

In order to appreciate the nature and role of the library, a cursory survey of the university's history is necessary. The University College, Dar-es-Salaam, was

19. Ibid.
founded by the Tanganyika African National Union (TANU) in October, 1961. The college was first located on Lumumba Street in the downtown building which now houses the Institute of Adult Education. In 1963 the college became a college of the University of East Africa, along with Makerere University College and Nairobi University College.

The University of East Africa was initially affiliated with the University of London. In 1964, the college moved to its present campus on Observation Hill overlooking the city of Dar-es-Salaam. On July 1, 1970, an act of Parliament revoked the 1962 Act of the East African Common Services Organisation (EACSO) which linked the three constituent colleges. Consequently, the University College of Dar-es-Salaam ceased to exist. The University of East Africa also came to an end.

On August 29, 1970, the University of Dar-es-Salaam was formally inaugurated as an independent university dedicated to the implementation of Tanzania's national policies.

The first faculty to be established was the faculty of law which served all three east African territories. The college began its second faculty, the faculty of arts and social sciences in 1964. The Faculty of science began in 1965, followed by the faculty of medicine, created in 1968. The medical faculty incorporated the former Dar-es-Salaam Medical School which started in 1963. The faculty of agriculture was formed in July 1969 and took over the facilities of the Agricultural College, Morogoro, founded
in 1965. The faculty of engineering was the next to be added to the University in 1975.

Since the library is inextricably linked with the University, it has to support the teaching and research activities outlined above. The University library was established at the same time as its parent institution in 1961. The library, originally housed on the ground floor of the TANU building on Lumumba Street, moved to its present building in July 1965. When extension and conversion of the library building are completed, it will be possible to seat some 800 readers and accommodate about 3,000,000 volumes. In addition to the main library situated on the main campus, there are two sub-libraries which serve the faculties of medicine and agriculture at Muhimbili and Morogore, respectively.

The estimated strength of the stock by 1971 was about 1,200,000 volumes (compared with 9304 in 1961), including some 8000 serials. A large quantity of materials, particularly Tanzanian government documents, is acquired under the libraries (Deposit of books) Act of 1962. Also deposited at the Library are publications of major international organizations such as the United Nations, the World Health Organization, the Food and Agriculture Organization, and International Labour Organization. Other special collections are on law and East Africans. The law collection is reputed
to be the best in Africa south of Sahara. Of particular significance is the East African Bibliography on punched cards, which includes entries from libraries at Makerere and Nairobi universities. The library also has strong map collections, mainly of East African Countries and manuscripts. In addition, the library provides excellent technical services, including banding, photography and printing.

The library has the big challenge of meeting the needs of a rapidly expanding university which grew from the original fourteen law students who enrolled in 1961 to about three thousand degree students by 1979 and from only a small staff in 1961 to over one hundred in 1971. As the University is likely to experience greater growth in the future, the library will be called upon to play a much greater role in the institution's teaching and research.

2. TEACHER'S TRAINING COLLEGE LIBRARIES

Serious Library planning in teacher's college (Colleges of National Education) began with the United States Agency for International Development (USAID) Tanzania Project (Popularly known as the Kent State University Project) in 1962, but the operation of the libraries was not in full swing until 1966 when the project was completely phased out.

In accordance with the project agreement made between USAID and the government of Tanganyika, the project was designed "to expand and improve, the teacher training
### 4.2. LIBRARIES IN TANZANIA (1976)

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Volumes in collection</th>
<th>Annual expenditures (Shilling)</th>
<th>Population served</th>
<th>Professional staff</th>
<th>All staff (total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National and Public</td>
<td>1</td>
<td>100,000</td>
<td>T.Sh. 7,000,000(^a)</td>
<td>600,000</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Academic</td>
<td>65</td>
<td>380,000</td>
<td>&quot; 7,900,000</td>
<td>19,000</td>
<td>32</td>
<td>180</td>
</tr>
<tr>
<td>Public</td>
<td>19</td>
<td>400,000</td>
<td>&quot; 4,000,000</td>
<td>850,000</td>
<td>23</td>
<td>290</td>
</tr>
<tr>
<td>Special</td>
<td>63</td>
<td>175,000</td>
<td>&quot; 3,270,000</td>
<td>18,000</td>
<td>10</td>
<td>146</td>
</tr>
</tbody>
</table>

\(^a\): Most services are centralized - hence the National Central Library requires a large portion of expenditures and many staff members.
process in order to alleviate the teacher shortage at the Secondary school level. The project concentrated on three educational areas, library science, audiovisual education, and health education. With the full development of these key fields at the Dar-es-Salaam Teacher's college, it was hoped that the influence would spread to other teachers' college and schools all over the country. The Tanganyika government was particularly keen on improving the status of libraries.

But how could the blueprints be translated into reality? Centralization of college library services seemed to be best and most economic way of making full use of the inadequate skilled manpower. Dar-es-Salaam Teachers' College was therefore selected as the centres for a network of library services. The college was charged with:

1. acting as a central library for teachers' college libraries in classification and cataloguing and in advising these libraries on how they should be run;

2. staffing the colleges with library assistants who would be responsible for organizing and running the libraries; and

3. offering library science to diploma student teachers so that on completion of the course they might be able to run libraries in secondary schools where they would be teaching. The author of this article was appointed tutor/librarian at the Dar-es-Salaam College of National Education and was responsible for all these tasks from 1966 to 1969 after taking over from Dr. L.E. Palmieri, the American Library expert.

Unfortunately after the project was phased out in 1966, the service was not continued for a long time for lack
of adequate funds and manpower. The Tanzania Library service is now responsible for developing library service to all teachers' colleges.

41G. UGANDA

The structure of Uganda's library services differs from that in developed countries but is comparable to that in many developing countries. First, there is no national library. Second, most library services are funded by the central government. Consequently, very few libraries have developed as a result of local initiative. This partly explains the homogeneity of library development and the marked concentration of large libraries in the capital city of Kampala. Some of the conventional functions of a national library are performed by the large academic libraries.

The largest academic libraries are associated with Makerere University, the only University in the country. The origins of the University can be traced as far back as 1922, when it started as a technical school, it was affiliated with the University of London (1948-63) and became a full fledged university in 1970. It has a British style system of organization with nine faculties and six associated schools and institutes. The University library system is composed of the main library, six sub-libraries and small departmental collections. According to 1977 estimates, the
system had a stock of 400,000 volumes. The Main Library has a special collection of African materials, with concentration on eastern Africa.

Because of its comprehensive collections, the university library system extends its services to serious readers throughout the country. The Main Library is the Uganda depository for such major International organizations as the United Nations, the World Health Organization, and the International Labour Office. It is undoubtedly the de facto, though not de jure, national reference library for the country.

42. WEST AFRICA

The most developed and influential libraries in West Africa are the university libraries. They have the largest and best organized collections, in them are concentrated the largest number of professional librarians and they are the best financed libraries in West Africa by virtue of attracting a certain proportion of the University budget, usually 5 per cent.

The all embracing leadership role of university libraries was recognized by the Conference of African Libraries held in Accra, Ghana, September 22-26, 1976. One of its resolutions stated that, in view of the paucity of libraries in Africa, university libraries should extend
their services beyond the limits of academic society of those outside and where necessary, serve as national reference and research libraries.

The University library traditionally supplies materials required for the courses taught and also provides the necessary research collections to enable good academic staff to carry on their research. West African university librarians realize their advantage in regard to acquisition of relevant indigenous primary and secondary source materials. They make a special effort to collect not only written but oral sources as well. The responsibility of making these collections known calls for bibliographical work; and the responsibility for preserving them, for skills as curators. Additionally, the university library supports the university's work in the field of community or continuing education.

In 1980 there were 14 French speaking countries, 11 universities, one in each country except Guinea, Mali and Mauritania, where the highest education available was that offered by higher teacher colleges. By contrast there were 20 universities in the five countries of English-speaking West Africa, 13 of them in Nigeria.

Most of these universities and their library buildings are new and their facilities are modern. Many libraries have equipment for microfilms, photographic reproduction, and binding. Few libraries were established
before 1950. Even when founded in an earlier day (Fourah Bay, 1827; Liberia, 1862; Ghana and Ibadan, 1948), the bulk of their collections were acquired after 1950. Thus except for the acquisition of special collections of local history, their stock is strongly weighted towards newer material. In general the collections of all universities which more than 10 years old range in the neighbourhood of 100,000 volumes. Exceptions to this are the collections of the University of Daka, University of Ife; University of Nigeria, Nsukka, and University of Lagos, which have approximately 200,000 volumes each, outstripping their nearest rivals by 100,000 volumes.

The largest collection in West Africa are those of the libraries of the University of Ghana (239,500 volumes and about 5000 current serials in April 1978 and the university of Ibadan (300,000 volumes) and 5400 current serials titles in 1980. The latter two universities libraries are known throughout the world for their Africana collections.

West African University Libraries have their own professional association, the standing conference of African University libraries (Western Area), popularly known as SCAULWA. It meets biannually in rotation among members.

42A. BENIN

The University of Benin Library, founded in 1970 is housed in two buildings, one on the Abomey-Calavi Campus and serving the departments of Letters, Linguistics, and Social
### 4.3. LIBRARIES IN BENIN (1976)

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Volumes in collection</th>
<th>Annual expenditures (Francs)</th>
<th>Population served</th>
<th>Professional staff</th>
<th>All staff (total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>1</td>
<td>1,500</td>
<td>N.A.</td>
<td>N.A.</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td>Academic</td>
<td>5</td>
<td>25,000</td>
<td>N.A.</td>
<td>N.A.</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td>Public</td>
<td>N.A.</td>
<td>N.A.</td>
<td>N.A.</td>
<td>2000</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td>Special</td>
<td>9</td>
<td>10,500</td>
<td>N.A.</td>
<td>N.A.</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
</tbody>
</table>


Among the academic libraries, the largest is that of the University of Yaounde. It was established in 1966, bringing together a number of small book depots scattered over the campus. It did not comprise a large collection; in 1973 it totalled 52000 books, 620 serials, 17 maps, 207 slides, 12 tapes, and 88 microfilms. In 1974 the book collection had increased to 65000.22

Two libraries existed on the campus until 1974, the Library of African History, with holdings of 4000, and the centre de Recherches et de Documentation Africaine, with 500 books. The latter was mainly intended to serve law and economics research follows.

Six specialized libraries belong to the colleges or schools of the University, including the University Centre...

for Health sciences; the school of Agriculture; the School of International Relations; the school of journalism, the Higher Teachers College, Ecole Normale Superieure; and the school of Engineering.

42C. GAMBIA, THE

The only academic institution is the Teachers' Training college at Yundum, which also trains agricultural officers. Only primary school teachers are trained there. For higher education, Gambians go abroad.

An acute shortage of teachers, particularly in the provincial schools, prompted the setting up of a training center at Georgetown. Initially the training was for one year. The first college building was opened on March 7, 1949.

42D. GHANA

The Elliot Commission Report was one of the most significant events in the history of higher education in the Gold Coast during the postwar period, for it led to the establishment of the University of Ghana in 1948.

In 1951, the Gold Coast is new constitution was adopted and soon after an accelerated development plan for education was passed. The main objective of the plan was "to help develop a balanced system of working towards universal primary education as rapidly as consideration of
### Libraries in Gambia (1976) 23, 24, 25

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Volumes in collection</th>
<th>Annual expenditures (dalasis)</th>
<th>Population served</th>
<th>Professional staff</th>
<th>All staff (total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>1</td>
<td>54,720</td>
<td>D 28,000</td>
<td>553,000&lt;sup&gt;a&lt;/sup&gt;</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Academic</td>
<td>1</td>
<td>15,000</td>
<td>4,000</td>
<td>231</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Law</td>
<td>2</td>
<td>20,000</td>
<td>1,000</td>
<td>500</td>
<td>N.A.</td>
<td>2</td>
</tr>
<tr>
<td>Special</td>
<td>3</td>
<td>5,000</td>
<td>N.A.</td>
<td>1,100</td>
<td>N.A.</td>
<td>3</td>
</tr>
</tbody>
</table>

<sup>a</sup>: Total population (1976 est.)

finances and teacher training allowed, but maintaining at
the same time proportionate facilities for further education
for those most fitted to receive." This, too, gave impetus
to the expansion of higher education.

The Gold Coast Legislative Council appointed a select
Committee to draw up "a comprehensive scheme for progressive
Africanization in each department of the public service
during the next ten years and for the education and training
necessary to provide suitably qualified African Officers in
adequate numbers to take up recommendations for its imple­
mentation." Its recommendations mentioned a new regional
college to be established in Kumasi because, "the immediate
expansion of the University College, which we regard as
being a matter of primary importance is being regularly
prejudiced by critical shortage of accommodation".

Between 1951 and 1958, two well-established depart­
ments of this university became the nuclei of other
institutions. First, in 1957, the teacher training depart­
ment was taken to Winneba to be the nucleus of the present
Advanced Teachers Training College.

In 1960, the government of Ghana appointed an inter­
national commission to advise on the future of University
education in the country and on the possibility of establish­
ing a third university at Cape Coast. The third University,
the University College of Cape Coast, was established in
1962 with special relationship with the University of Ghana. The College achieved full university status in October 1972. It was founded primarily to meet the pressing demands for graduate teachers in the secondary schools, teacher training colleges, polytechnics, and technical institutions in Ghana.

All three university institutions in Ghana are direct descendants of Achimota College.

Achimota School Library is the foundation stone of libraries and library training in Ghana. By the 1980s the library had already made a mark on the reading public and on the educational institutions of the then Gold Coast. Conceived originally as a teacher training college library, it developed into a multi-institutional library, thus, becoming the basis of a university college library. The total collection comprised some 24,000 volumes, a main collection of over 11,000 volumes, a science school library of some 12,000 volumes, an Engineering School Library containing about 850 volumes, and an Art School Library with 270 volumes, in 1944-45. The University of the Gold Coast's initial library stock of some 6,400 volumes included 3,000 volumes transferred from Achimota College Library.

THE RAIME LIBRARY UNIVERSITY OF GHANA AT LEGON

In age, size and range, the library of the University of Ghana is the country's premier university library. The library now has a total book stock of 2,94,000 volumes and
The Balma Library of the University of Ghana, Lagon, Accra.
subscribes to 5000 periodicals. It moved from Achimota to its present building in 1959. The building was designed to house 2,50,000 volumes and to accommodate 350 readers. It has a staff of fourteen professionals including a binding and maintenance and janitorial staff. The library is classified according to Library of Congress scheme of classification and maintains a union catalogue of departmental libraries. The departments of law, agriculture, physics, chemistry, zoology, botany, biochemistry, food and nutrition science, all have their own libraries. Special collections are being developed within the library. These are the Africans Library, the students Reference Library, the Arabic Library, the Atoms for Peace Library, the United Nations Library, and the Library of the Volta Basin Research Project.

From the very beginning of the university, the Africana Library's importance of acquiring Africana material both by purchase and by gift was fully recognized, although materials were not assembled as a special collection until 1962. The collection was broken up among various subjects that took precedence over the Africana content. The first substantial gift to the University was from the Gold Coast Secretariat Library which had been built up by several successive secretaries of African affairs. The six hundred strong collection was given to the library in 1951.

Early civil servants were active (bibliographies) and the secretariat library reflected this interest. In 1962
the college assumed the autonomous status of a university following recommendations in the Report of the Commission on University Education in 1961. The Institute of African Studies was established and the range of subjects taught in the university was extended.

In both range and quality, the university of Ghana Library satisfies the needs of the average undergraduate. It compares very favourably with the libraries of most universities outside of Ghana. It is now rapidly developing its postgraduate collection to meet the academic development plan of the university which envisions a greater emphasis on postgraduate work and would thereby raise the quantity and quality of research work in all disciplines. Of the 3300 students in 1977, about 382 were postgraduates. By 1982 the total student population is expected to reach about 5000 with a postgraduate component of 650.

The university's new development plans calls for a new library with about 6,50000 volumes, 1200 readers places, and 320 study carrels. The new building has been so designed that if necessary, it can be extended in two stages. The first stage would give a total approximately 800000 volumes, 1400 reader places, and 430 carrels. At the completion of stage two, the ultimate totals would be one million volumes, 1600 reader places and 600 carrels.

In addition to the main university library at Legon there are the libraries of the School of Administration, the
Institute of Statistical, Social and Economic Research (ISSER), the Institute of African Studies, the Institute of Adult Education, and the Ghana Medical School. All five halls of residence have respectable libraries.

Until 1960, the School of Administration was called the Commerce Department of the Kumasi College of Technology. That year the school moved to temporary premises at Achimota as the College of Administration and is now an autonomous institute on the campus of the University of Ghana. It has rich holdings in the departments of management, accounting political science etc. It has a book stock of 25000 and a current periodical intake of 220. In 1974, postgraduate studies in business administration and public administration were added to the curriculum, and a systematic effort has been made to acquire comprehensive book stock and periodical literature in support of the programme. Its total student and post-graduate population is 460.

The Population and Social Science Library at ISSER was established during 1973-74 academic session. At that time ISSER and the Population Dynamics Programmes both at Legon, decided to combine resources and set up a comprehensive effective library within the subject field to serve the University of Ghana and research scholars outside it. Its resources were greatly enhanced in 1975 by the merger with the library of the United Nations/Ghana Government Demographic Training Institute located on the Campus, officially
referred to as the Regional Institute for Population Studies (RIPS). The library has 8200 volumes, mainly in statistics, mathematics, economics, computer sciences, agricultural economics, demography, and other related topics in the social science. It subscribes to nearly 450 journals.

The Institute of African Studies was established in 1961 as a semi-autonomous institute. Its primary objective is to carry out research on historical and cultural studies within the fields of African Linguistics, social anthropology, history, politics, government, and the arts music, dance drama, literature and art. It undertakes teaching for the M.A. and Ph.D. degrees in African studies. Much of the research work is concentrated on Ghana, but the scope is being broadened to include regional studies, particularly those of interterritorial interest. The library, comprising 14,000 volumes and 350 current periodicals, has been built primarily as a supplement to the Africana collection at the Balme Library. It also serves as a class library for postgraduate students specialising in African studies and as a source of material for all scholars working in the field.

The Institute of Adult Education, founded in 1949 as the Department of extramural studies, provides university-based adult education throughout the country. The institute tries to bring the standards and disciplines of the university to the market places of towns and villages. The institute performs three main functions:
(i) to teach its students for G.C.E. liberal studies, professional degree, short residential sources and weekend, one-day schools for about 10,000 students.

(ii) to carry out research not only for its own sake, but also as a prelude, to making appropriate decisions on educational policy;

(iii) to teach its own specialisation within the university for which it awards a diploma. It has established residential colleges at Taito and Tamale and substantial non-residential teaching accommodation in Accra. Its present book collection of one thousand volumes and twenty regular journals was started in 1973 with a grant of £400 from the Nuffield Foundation for reference books and books donated by the teaching staff. This sum was supplemented by a £1000 grant from the British Council and 5000 DM from the German Adult Education Foundation. The collection is mainly a teachers' collection on adult education and related subjects to support the diploma in adult education programme.

The University of Ghana Medical School Library was established in October 1964. It is situated at Korle Bu, some 16 kilometers from the main university campus at Legon. It has financial autonomy and its own executive council and school board. The library was opened in October 1966. In 1967, the earlier libraries in the Korle Bu area, belonging respectively to the old Medical Research Institute and Laboratory Services and the former National Institute of Health and Medical Research, were merged with the library of the school to form the central medical library. The present stock now stands at 10377 books and 13241 bound journals covering branches of medicine including community
health. Although this library was taking 350 current journals, economic constraints in Ghana have necessitated that this number be reduced to 30.

The library employs three professionally trained librarians and two support staff members from various categories. They primarily serve the staff and students of the medical school and the Norle Bu Teaching Hospital, as well as medical and allied personnel who work in the Accra-Tema metropolitan area.

The Law Faculty Library is a well-organized library on law in Ghana. It was founded in 1959 and moved into its present premises in 1962. Its present collection of 40,000 volumes, including journals covers all aspects of law and is particularly rich in African Law.

Outside the libraries on the Campus is the Ghana Institute of Management and Public Administration (GIMPA), located about 5 kilometers west of the University of Ghana at Legon.

It was established in 1960 as a joint Ghana government/United Nations Special Fund Project, as the Institute of Public Administration (IPA).

A comprehensive library has been organized in support of the institute's objectives. It began with a small collection of books (129) and journals (102) from the Administrative Academy in 1961. This collection was augmented in the same year with a set of sixty volumes of
government publications, mainly department reports selected for the Ministry of Construction and Communication.

The Library has a collection of non book materials; mainly movie films, audiotapes, records, filmstrips, slides and photographs. A documentation centre was set up to stock materials which would essentially support the institute's teaching and research needs. The collection is made up of government publications, primarily acts and statutes, gazettes, departmental annual reports, reports/proceedings of commissions/committees of inquiry speeches of heads of states to.

The Kumasi College of Technology was legally born in 1951. When the College of Technology, Science and Arts Ordinance (No. 19 of 1951), was promulgated, the teacher training college at Achimota, Accra, was then moved to Kumasi. The library of the College, with a collection numbering 4000 volumes predominantly on education housecrafts, physical education, fine arts, was moved to form the nucleus of the new college library. The college opened with 202 students, in the same year (1952) the first engineering and commerce students were admitted.

A full time librarian was appointed in 1952, and the task of building a collection to meet the needs of a new and rapidly growing college was vigorously undertaken. In 1954 the Carnegie Corporation's great of 8500 enabled the
college to acquire technical books from the United States. In 1973 the British government made a grant of £10,000 to enable the university library to acquire British books and back issues of periodicals.

In 1957, Ghana's government decided to transform the Kumasi College of Technology into a purely technological institution, and accordingly certain departments were transferred.

By an Act of Parliament in 1961, the college became a fullfledged university under the name Kwame Nkrumah University of Science and Technology and could award its own degrees. All the departments were reconstituted in to faculties, namely, agriculture, architecture, art, engineering, pharmacy, science, and social sciences, with several departments and a medical school. After a coup which overthrew the Nkrumah regime, the name again changed, this time to the University of Science and Technology (UST).

When the library moved into its present building in 1961, it was designed to house 100,000 volumes and seat 250 readers, will have a gallery to house 800 journals. The collection now stands at 90,000 books and 1500 journals. At the time the plan was drawn, the anticipated student population was 1200. The figure by 1976-77 was 2500, and within a decade it is expected to rise to 5000.

Cape Coast University was established in 1962 and
initially had a special relationship with the University of Ghana. It attained full university status in 1972. Cape Coast University first held classes in buildings inherited from the Osagyefo Teacher Training College which at that time could accommodate only 115 students. The student population has now risen to about 1500, with a teaching staff of about 250. The primary function of the University is to produce graduate teachers in the arts, social science, and science subjects for secondary schools, training colleges, and polytechnical and technical institutes. Cape Coast University now has four faculties: arts, social and economic studies, science and education.

The University Library began in 1962 with a collection of about 650 books mainly on English literature, economics, history and geography, transferred from the University of Science and Technology Library, Kumasi.

The total stock of Cape Coast Library now stands at about 125,000 volumes, representing an average annual growth rate of about 8000 volumes. The library holds an appreciable number of micro-records and dissertations, and subscribes to about 1600 periodical titles. This stock has been systematically and carefully developed over the years and book donations have been received from outside bodies like the British Council, the Inter University Council, and the Royal Netherlands Government. The library is strong in
education; the science library is geared to meet the needs of graduate science teachers; and there is a good collection of bibliographical tools and back issued of most important periodicals.

42E GUINEA

The nation's first school at the University level, the Institute Polytechnique, appointed its first professional librarian in 1965; at that time the collection numbered 20,000 volumes.

42F IVORY COAST

The principal academic library is the Bibliothique Universitaire, on the main campus of the national university in an Abidjan Suburb. The library is open only to students, faculty, and the researchers affiliated with the university; however bonafide students of other specialized colleges as well as individuals may use the library after paying a nominal fee. The library has 61,000 volumes and 1625 serials.

Some university research institutes maintain their own specialized libraries. The library in the Institution d'Ethno sociologie contains 4200 volumes (300 in English) and 40 serials specializing in sociology, ethonography, and economic development. The holdings of the Institute de Linguistique Applique number 200 volumes and 28 serials pertaining to applied linguistics, African linguistics, and
4.6. LIBRARIES IN IVORY COAST (1976)

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Volumes in collection</th>
<th>Annual expenditures (Franc)</th>
<th>Population served</th>
<th>Professional staff</th>
<th>All staff (total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>1</td>
<td>63,320(^a)</td>
<td>CFA 1,500,000</td>
<td>921,000(^b)</td>
<td>16(^b)</td>
<td>43(^b)</td>
</tr>
<tr>
<td>Academic</td>
<td>11</td>
<td>91,790</td>
<td>CFA 500,000(^c)</td>
<td>N.A.</td>
<td>16(^d)</td>
<td>36(^d)</td>
</tr>
<tr>
<td>Public</td>
<td>3</td>
<td>77,000</td>
<td>CFA 2,000,000(^e)</td>
<td>1,094,000</td>
<td>N.A.</td>
<td>7(^f)</td>
</tr>
<tr>
<td>Special</td>
<td>24</td>
<td>65,093(^g)</td>
<td>CFA 2,920,000</td>
<td>N.A.</td>
<td>14(^i)</td>
<td>32(^j)</td>
</tr>
</tbody>
</table>

\(^a\) includes the holdings of the national library and the Assemble Nationale's library.
\(^b\) for the Bibliotheque Nationale.
\(^c\) total for four libraries.
\(^d\) budget of the Bibliotheque Centrale.
\(^e\) for the Bibliotheque Centrale.
\(^f\) total represents holdings for 20 of the 24 libraries.
\(^g\) total for four libraries.
\(^i\) figures for six libraries
\(^j\) figures for nine libraries.
oral traditions. Additional libraries at the Ecole Nationale Superisure de Travaux Publiques (3000 volumes), the Ecole Nationale Superieure Agronomique and the Ecole de Statistique (1300) volumes also provide for specialized academic needs. The library of the Ecole Nationale d' Administration, serving both students and members of the national government, contained over 10000 volumes and 100 serials as well as 500 documents and studies on Ivory Coast.26

426. LIBERIA

The Republic of Liberia has two academic libraries; the University of Liberia Libraries, located in Monrovia, the nation's capital, and Cuttington University College Library, located in Suakoka, Bong Country, which is approximately three hours drive from the city of Monrovia. The University of Liberia Library system consists of a main central library and a number of professional library reading rooms; the Cuttington University College Library consists of a Central Library.

1. UNIVERSITY OF LIBERIA LIBRARIES

Since 1951, the University of Liberia has operated from its present site on Capital Hill in Monrovia, a site that represents a comparatively small but valuable tract of

land. It is surrounded by the executive mansion, the capital building which houses the national legislature; The Temple of Justice; the Ministry of Foreign Affairs; the Ministry of Information, Culture and Affairs, and Tourism Monrovia City Hall, and St. Patrick High School and a Catholic Church.

The University of Liberia has been in existence since 1862 with the founding of the then Liberia College, now the college of Social Sciences and Humanities. This was the nucleus, of what is now the University of Liberia. When ideas were being formulated and plans were being formalized for the establishment of the then Liberia College, the authorities also considered the possibility of library facilities that would support the instructional programmes of the college. Unfortunately, library developments lagged for more than a hundred years. In 1959, a fire in Monrovia destroyed the college.

Following the fire, several appeals were made to U.S. foundations for assistance in developing library facilities. In direct response to the University's appeals, the Ford Foundation sponsored a study of the conditions of library services at the University of Liberia. The study was conducted by Dr. Harold Lancour.

The Lancour Report made certain proposals based on existing standards of the Association of college and research libraries; Committee on Standards, College Library
Standards Draft III January 12, 1959. The report covers the following areas:

(i) budget
(ii) staff
(iii) size of collection and
(iv) size of quarters

The year 1961-62 witnessed a turning point and a significant trend in the University of Liberia Library development programmes. Plans were approved for new library quarters, and the entire library resources were evaluated. The library administration was professionally organized into functional service areas and Cornell University provided a technical assistance programme.

Between May 28, 1962 and July 31, 1968 the period of the Cornell Contract, several significant developments took place as indicated in the final report.

1. As part of the Cornell Contract to help strengthen the University of Liberia Libraries, the U.S. Agency for International Development in 1962 appropriated the sum of $51,000.00 for the purchase of books, equipment and library supplies. A selection of some 4506 titles (8000 volumes), reflecting suggestions from the faculty and library staff was made. In June 1964, receipt of these books began. A considerable number of materials proved to be unavailable. A list of substitutions was prepared and
the order submitted in October of 1965.

2. The cataloguing of books was speeded up. In June of 1963 the book collection included 8000 volumes, but only 2700 of these were fully catalogued. When the last technician left in May, 1968, there were approximately 40,000 volumes in the library shelves and catalogued.

3. Moreover, the operational procedures were revised and streamlined in the six years. For example, the book circulation rules were revised by the elimination of an out-moded system and the introduction of a modified circulation procedure. The faculty was encouraged to become more involved in selection of new books in order to enrich the holdings in various academic departments.

4. Significant development was placed on the enrichment of the African collection, especially related to Liberia and Africa in general. Many of these books were obtained by Aerography. Some of the material about Liberia which was available only in Europe was reproduced for the University Library on microfilm.

Although there have been various improvements in the libraries, particularly in book acquisitions and cataloguing the lack of adequate professional staff continues to be a problem. Cornell Library consultant concluded that, "a library is in good shape, it remains to a succeeding administration to pay attention to it and guide it to even
greater success.\textsuperscript{27}

The main University library occupies three floors in the Cassele building of its present University campus. It is partially air-conditioned, study space or library reading rooms are available to accommodate about one-third of the current thousand. The size of the main library is approximately 13800 square feet. In addition, there are external library reading rooms to accommodate the students enrolled in the colleges of law, medicine, agriculture forestry and the division of engineering - all of which make up the University of Liberia Libraries.

\textbf{THE LIBRARY DEVELOPMENT PROGRAMMES : TRENDS AND PROJECTIONS}

In the relocation plans of the University of Liberia, a new library building is being planned to accommodate roughly 1 million volumes, excluding periodicals documents, and microform materials. The need to expand and improve the library facilities and services has been emphasized as a key factor in fulfilling the University's objectives. This need is vital to raising the academic standards of all first degree, programmes and to initiating graduate programmes and promoting research.

Among the major problems hindering the development of

\textsuperscript{27} Cornell University. Cornell University at the University of Liberia ; Final Report, May 28, 1962 - July 31, 1968, pp. 3-16.
library facilities at the University of Liberia is an inadequacy of financial support. Total allocations to the library administration are being increased steadily but at a lower than the rate of increase of total recurrent university budgets. Allocations for the acquisition of books, periodicals, and related materials are increasing, in both relative and absolute terms. Personnel costs are accounting for a larger percentage of library allocations.

Another obstacle to the development of library facilities is the scarcity of qualified professional and technical personnel.

In order to deal with the present problems of the libraries and to insure that all of the university's academic objectives are properly fulfilled, the university has formulated a library development programme with the following objectives:

1. For strengthening the first degree programmes and substantially raising academic standards, which constitutes the most important objectives of the "Long Range Plan," the total volume of books will be substantially increased. The Engineering programme which has only recently been launched would require considerable library materials in the area.

2. For all other colleges, the rate of increase in the book collection in the area will be expanded at twice the rate of increase in student enrollment, as a minimum, which would reflect the University's scale of priorities for the
first degree programmes. Special attention is being paid to the new degree programme and new disciplines.

3. As support for the proposed new graduate programmes, substantial additional support will be provided for the areas selected to initiate such programmes. This is justified by the fact that graduate students and their faculty are more intensive users of library resources and also require more advanced literature in the form of specialized books, periodicals, and relevant materials.

4. For the research programme, the general development and improvement of library facilities and services in response to the needs of first degree and graduate programmes will naturally provide useful support.

5. As support for the continuing Education Center, the library will provide special services designed for the special students served by the Center, including support for the libraries of the proposed New Rural Center.

The target of the library development programme would, therefore, be to increase the collection of books at the average annual rate of 10 per cent. Starting with an approximate book collection of 100,000 the present book holdings, the target is 21,5000 by 1983 and 315000 volumes by 1987.

In adding 215000 volumes special attention will be paid to the needs of the new first degree programme and the new courses to be initiated, the new graduate programmes,
and research. At the same time, the range of periodicals acquired will be steadily increased at the average rate of 5 per cent per annum, from 1240 in 1975 to 1800 by 1983 and 2000 by 1987. Special attention will be paid to the needs of graduate programmes and research, including the acquisition of back issues of important and relevant journals.

In addition to the projected increase in the collection of books and in the flow of periodicals, the library development programme will aim at providing special services to the instructional and research programmes, which will include:

1. The provision of audiovisual education facilities to support all programmes, which would include maps, microforms, including recordings, motion pictures, photographs, slides and fellowships, together with special facilities for their utilization by students and staff.

2. The development of special reproduction and photocopying facilities, for the library's own use as well as the provision of service to other units and members of the University, especially research workers.

3. The development of a special binding section which will facilitate the binding of all library acquisitions, especially paperbacks and periodicals. This service can be extended to other units of the University, including the
reproduction center, as well as outside users.

BUDGET

As per many academic libraries, budgeting and budgetary appropriations for the University of Liberia Libraries have been a problem. The University authorities have neglected to provide the necessary funds to support the operations of the libraries.

Presently, the libraries have one source of income, the Librarian government. There is no determined amount set aside for the libraries, rather, the yearly financial support for the libraries is dependent upon the annual appropriation received for total university operations.

Prior to 1965 the libraries had no fixed budget. Their financial support was tied up with other university administrative services and general textbooks. However, data on the budget from 1965 are presented in the Table 4.7.
### 4.7. Review of University of Liberia Budgetary Appropriations and Expenditures for Library Operations Showing the Total Government of Liberia Appropriations for the Periods Indicated

<table>
<thead>
<tr>
<th>Year</th>
<th>Total University of Liberia Budget ($)</th>
<th>Appropriations for Library Services ($)</th>
<th>Percentage (%)</th>
<th>Personnel a ($)</th>
<th>Other Services b ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965</td>
<td>821,000</td>
<td>43,727</td>
<td>5.3</td>
<td>29,100</td>
<td>14,627</td>
</tr>
<tr>
<td>1967</td>
<td>832,112</td>
<td>56,519</td>
<td>6.7</td>
<td>38,367</td>
<td>18,152</td>
</tr>
<tr>
<td>1969</td>
<td>1,036,278</td>
<td>69,414</td>
<td>6.7</td>
<td>52,742</td>
<td>16,672</td>
</tr>
<tr>
<td>1971</td>
<td>1,300,036</td>
<td>93,348</td>
<td>11.9</td>
<td>56,548</td>
<td>12,000</td>
</tr>
<tr>
<td>1973</td>
<td>2,194,174</td>
<td>112,250</td>
<td>19.6</td>
<td>77,450</td>
<td>34,800</td>
</tr>
</tbody>
</table>

a = includes both professional and non-professional personnel.

b = includes gasoline books, supplies, gasoline books, supplies, periodicals and subscriptions to L.C. printed cards.

28. University of Liberia, Librarian Office Files and Files of the Business and Finance office, University of Liberia.
LIBRARY RESOURCES

The library resources include books, periodicals, newspapers, pamphlets, microfilms, documents, and maps.

Table 4.8
Library Resources Statistics as of 1973 - (in copies)

<table>
<thead>
<tr>
<th>Resource</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate number of volumes</td>
<td>85,000</td>
</tr>
<tr>
<td>Periodical subscriptions</td>
<td>1,000</td>
</tr>
<tr>
<td>Research documents, reports, etc.</td>
<td>10,000</td>
</tr>
<tr>
<td>Catalogues</td>
<td>100</td>
</tr>
<tr>
<td>Microfiche</td>
<td>100</td>
</tr>
<tr>
<td>Films</td>
<td>150</td>
</tr>
<tr>
<td>Microfilms</td>
<td>100</td>
</tr>
<tr>
<td>Tape recordings</td>
<td>100</td>
</tr>
<tr>
<td>Maps and Illustrations</td>
<td>100</td>
</tr>
</tbody>
</table>

Locally, the University of Liberia Libraries have been recognized as a potential source of information by the United Nations and its agencies. It is felt that in keeping with this line of thinking, the University of Liberia Libraries should serve as a central agency for all documents and exchange service programmes.

DOCUMENTATION SERVICE

The University of Liberia Libraries are a depository for United Nations and FAO documents. The office of Policy
Development and Analysis, Department of State, United States of America, recently asked the University of Liberia Libraries to serve as a repository for all materials published by this agency, and the libraries have agreed to accept this responsibility.

In offering library services, the University of Liberia Libraries should include informational services for formal education at all levels. With this in mind, it is necessary that a Documentation Programme be initiated.

In line with this, a proposal for technical existence was submitted to UNESCO in December 1972. UNESCO has agreed to offer assistance either through its consultant programme or by training Liberia scholars in the area of documentation and librarianship. The Documentation Service Programme is under the direct supervision of Public Service.

2. CUTTINGTON UNIVERSITY COLLEGE LIBRARY

The development of library services at Cuttington University College has followed an unusual pattern. Library services began with an initial collection of five hundred books donated by the late Seth C. Edwards, an American Negro and President of the college. For more than sixty years, the college operated its academic programmes without organized library services. Those scholars who were in charge of planning the academic programmes made available to the students their private library resources.
The development of Cuttington University College Library can be divided into two significant periods: the W.C. Cummings Memorial Library, 1958-1967, and the Williams V.S. TuomanLibrary 1968 to date. Stability, recruitment, and retention of professional staff seem to be a perennial problem for this library as they are for the University of Liberia Libraries. The shortage of library personnel has necessitated the constant use of faculty members serving as librarians. Peace Corps volunteers render voluntary services. Because of the lack of professional and non-professional staff, the student work programme was instituted. The programme places a number of students at the disposal of the library on an hourly basis.

Table 4.9
Cuttington Library Vital Statistics as on 1973

<table>
<thead>
<tr>
<th>Number of volumes in the library</th>
<th>400000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of periodicals</td>
<td>227</td>
</tr>
<tr>
<td>Number of professional librarians</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-professional librarians</td>
<td>11</td>
</tr>
<tr>
<td>Number of clerical staff</td>
<td>1</td>
</tr>
<tr>
<td>Number of student assistants</td>
<td>35</td>
</tr>
</tbody>
</table>

The college maintains and operates a central Library building from which its students, faculty/staff and other library users are serviced. The library is administered by
two trained and professional librarians, seven nonprofessional librarians, and a number of student assistants (Table 4.9).

In 1948 Cuttington College and Divinity School, now Cuttington University College was re-located from Harper City, Maryland County, Liberia, to Suakoko, Bong County.

The year 1948 to 1968 witnessed several significant developments and trends, including the following:

1. By 1956, the book collection had grown from 500 books to approximately 6650 volumes, in the same year, a new library building, the W.C. Cummings Memorial Library was completed. It was designed to have about 25000 volumes and to have a seating accommodation of approximately 125 readers.

2. By 1968 the book collection increased from 6650 volumes to 17000 volumes. The rapid increase was attributed to generous gifts and donations. One of the major donors was the Lilly Foundations of the United States which provided the Library with a grant of $10,000 in 1960 to purchase books and related materials at the rate of $5000 per year;

3. The first trained and professional librarian was employed.

4. In 1964 the former Downer College of Milwankes, Wisconsin, donated approximately 4000 volumes and periodicals through a grant of $106000.

5. In 1965, a one storey T-shaped library building named the William V. S. Tubman Library was planned, replacing the
facilities of the Cummings Memorial Library Building. This building cost approximately £100,000 and was funded by the Ford Foundation, a personal financial donation from the late William V.S. Tubman, President of Liberia, and the United States Agency for International Development (USAID).

From 1968 to 1978, the college made little progress in library development. As of 1978, the college had an enrolment of 375 and about 65 faculty/staff members serving the entire college. The library has a seating capacity of 200 readers. The annual reports of the librarian for 1968-1977 refer to several trends, developments, and problems:

(i) increase the numbers of donors substantial gifts and donations were made to the library and acquisitions increased significantly;

(ii) establishment of an Africana collection;

(iii) increase in the use of library facilities and special demands made for specialized library services by students faculty/staff, and surrounding communities;

(iv) continued use of private collections to supplement the library collections;

(v) improvement of library services and library users;

(vi) budgetary increases and the need for substantial allocations for books, periodicals, and personal services;

(vii) space problems - the present library building has proven inadequate as a result of an increase and growth in student enrolment;

(viii) need to increase library holdings and strengthen certain disciplines;
(ix) need for additional library personnel;

(x) need to integrate library services with the overall administration of the college; and

(xi) need to preserve and conserve library holdings by providing regular air-conditioning services and to protect library resources by providing xeroking and photocopying/reproduction services.

Despite the short comings of academic libraries in Liberia, there are some positive developments. Students enrolments are increasing rapidly; demand for general and specialized library services in on the rise; there are more research projects over their impact on library services is growing; and students, faculty/staff and individuals outside the academic communities are making greater use of library resources.

All sectors of librarian society recognize the vast importance of the library services being rendered by academic libraries. They realize that the academic libraries are essential yard sticks for quality education and for measuring the standards of their parent institutions. They are also aware that these academic libraries are meeting the nation's immediate confirmation needs and are making definite contributions to national developments. Likewise, the students and friends of the academic libraries realize the great needs for these store houses of knowledge. They like other academic students around the world, appreciate the fact that they have an academic and intellectual
facility where they can explore past records, current events, various philosophies, and recreational resources, and most of all, improve their reading skills and abilities.

From the beginning of higher education in Liberia, academic library services have played a significant role in the communities in which they are located. Academic libraries and their librarians have also played their roles and the librarians are making the information needs of professional and political decision-makers a high priority. The holdings of these libraries, though small in size, are growing and are becoming quite valuable; they are to contemporary problems on the Liberian scene.

Specific demands are being made on these academic libraries; community groups are concerned with the acquisition of appropriate library material to support their local programmes and research projects. It is in this area that these libraries must react to the citizens’ demands and respond to these immediate and long-range information needs. Another demand relates to library services; many community groups are demanding specialized library services.
### 4.10. LIBRARIES IN LIBERIA (1978) 29, 30, 31

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Volumes in collections</th>
<th>Annual expenditures (dollar)</th>
<th>Population served (a)</th>
<th>Professional staff</th>
<th>All staff (total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>2</td>
<td>190,000</td>
<td>N.A.</td>
<td>N.A.</td>
<td>10</td>
<td>69</td>
</tr>
<tr>
<td>Public</td>
<td>9</td>
<td>47,400</td>
<td>N.A.</td>
<td>11,712</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
</tbody>
</table>

29. Director of Libraries, University of Liberia
30. University Librarian, Cuttington University College
31. Director of Public Libraries, Republic of...
In 1962 a system of professional schools (hautes ecoles superieures) was chosen over the traditional university set-up. The main libraries are often libraries specializing in the fields covered by the schools of which they are a part such are the library of the Ecole Normale Superieure (training school for high school teachers), founded in 1962; the library of the Ecole Nationale d'Administration (training qualified staff for government, legal practice, and finances); the library of the Institute Polytechnique Rural of Katibougou (training agricultural engineers, water and forestry specialists, and veterinarians), then to the Agricultural Technical College of Katibougou; the library of the Ecole Nationale de Medicine (training doctors, pharmacists, and dentists), founded in 1970; and the library of the Ecole National d'Ingenieurs (training engineers in every speciality). None of them owned more than 3000 works at the end of the 1970's.

The educational system in this country was not adequately developed. The Ministry of National Education is responsible for primary schools, secondary schools; and teacher training college. Literacy programmes were on going in the 1970s and were conducted in the major African languages of the country.
There is one university, the Université de Niamey, which was founded in 1971 and attained university status in 1973. Its library is that of the IRSH (Institut de recherches en sciences humaines), which was founded as the centre IFAN de Niamey in 1944 and later in 1964 as the centre Nigérien de recherches en sciences humaines (CNRSH), was integrated with the Université de Niamey in 1973. The Institut has a limited scholarly library of about 6500 volumes. Approximately, 60% of the collection is in French, and the remainder is in English, Arabic, and the African languages. In addition, it houses approximately 3000 volumes in the sciences and 500 volumes in medicine. The Institut issues on an irregular basis, approximately three times a year 'the Études nigériennes.'

The Ecole nationale d'administration du Niger was founded in Niamey in 1963 to train civil servants and other officials. Its library consists currently of approximately 14,000 volumes, 100 current periodicals, and 70 maps.

42J. NIGERIA

On the eve of independence in 1959, the Nigerian government decided to take another close look at higher education policy in preparation for the first decades of independence. The report of the commission in Higher Education in West Africa had resulted in the establishment of the University College at Ibadan, while the Nigerian
government had also founded the Nigerian college of Arts, Science and Technology, following the recommendations of the Commission on a Technical College Organization for Nigeria.

In April 1959, the federal Minister of Education announced the appointment of the commission on Post School Certificate and Higher Education in Nigeria. The commission was required, among other things, to investigate "Nigeria's needs in the field of post school certificate and Higher Education over the next twenty years." Its Chairman was Sir Eric Ashby, master of the Clare College, Cambridge University. There were two other British scholars and educationists, as well as three Nigerians and three Americans.

The Ashby Commission presented its report to the government in September 1960 exactly a month before independence. The commission reviewed the post secondary educational situation and carried out a detailed study of Nigeria's manpower needs upto 1980. The commission also made numerous recommendations for the improvement of pre-secondary education and technical education for meeting the manpower needs it had identified.

The recommendations of the Ashby Commission resulted in the establishment of three new universities in October 1962, the university of Lagos, the Ahmadric Bello University at Zaria, and the University of Ife, temporarily located at the site of the Ibadan branch of the Nigerian college of
Arts, Science, and Technology. At this same time, the Enugu branch of the Nigerian College of Arts, Science and Technology became the Enugu Campus of the University of Nigeria, Nsukka.

After the establishment of the so called Ashby universities; higher education in Nigeria seemed to have arrived at an important turning point. The Ashby Commission had recommended the introduction of courses in professional subjects into the universities and had endorsed the American land grant college idea. These ideas formed the cornerstone of the new University of Nigeria, Nsukka, whose founding father, Dr. Nwamdi Azikwe, was American educated.

Of the five universities in existence in 1962, two namely, Ibadan and Lagos, were federal universities. The Nigeria (Nsukka), Ife, and Ahmadu Bello Universities were owned by the governments of the eastern, western and northern regions, respectively. The federal universities were fully funded by the federal government through the National Universities received only a percentage of their funds from the same commission.

The National Universities Commission was established as a result of a recommendations of the Ashby Commission Report. Among the commission's terms of reference are:

1. to receive the annual block grant from the federal government for subsequent reallocation to the universities; and
2. to assist in planning the balanced and coordinated development of the universities in order to ensure that they are fully adequate to the national needs. With such terms of reference the commission has continued to play a vital role in university development and governance in Nigeria.

Perhaps the unsettling atmosphere of a civil war had something to do with it, but no university type institution was established until 1970, when the Midwest institute of Technology was founded by the government of the mid-western state. By the beginning of the 1971-1972 academic year, the Midwest Institute of Technology had become the University of Benin.

The University of Benin was to become the last regional/State university effective April 1973, the federal government took over all universities. In 1975, it was announced that seven new universities would be established in the country in the 1976-77 academic year; Bayero University Kano (formerly Bayer College of Ahmadu Bello University); University of Calabar (formerly University of Nigeria, Calabar Campus); University of Ilorew; University of Jos (formerly University of Ibadan, Jos Campus); University of Maiduguri, University of Port Harcourt, and University of Sokoto. This brought the number of universities in the country to thirteen (Table - 4.11).
### UNIVERSITY LIBRARIES IN NIGERIA 1977-78

<table>
<thead>
<tr>
<th>University</th>
<th>Date Established</th>
<th>Number of Readers</th>
<th>Professional Staff</th>
<th>Collections (In volumes)</th>
<th>Recurrent Budget</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1948</td>
<td>9253</td>
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<td>Ahmadu Bello</td>
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<td>8134</td>
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<td>6825</td>
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<td>1962</td>
<td>5511</td>
<td>25</td>
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<tr>
<td>Benin</td>
<td>1970</td>
<td>1753</td>
<td>16</td>
<td>44,771</td>
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<td>Jos</td>
<td>1972</td>
<td>774</td>
<td>4</td>
<td>27,612</td>
<td>244,000</td>
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<td>1973</td>
<td>970</td>
<td>6</td>
<td>36,000</td>
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<tr>
<td>Ilorin</td>
<td>1976</td>
<td>300</td>
<td>9</td>
<td>8,230</td>
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<tr>
<td>Kano</td>
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<td>1897</td>
<td>11</td>
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<td>300,000</td>
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<tr>
<td>Maiduguri</td>
<td>1976</td>
<td>?</td>
<td>3</td>
<td>?</td>
<td>?</td>
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<td>Port Harcourt</td>
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<td>?</td>
<td>3</td>
<td>?</td>
<td>?</td>
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<td>Sokoto</td>
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<td>250</td>
<td>2</td>
<td>6,000</td>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>41,407</strong></td>
<td><strong>202</strong></td>
<td><strong>1,423,642</strong></td>
<td><strong>7,399,956</strong></td>
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</table>
Early in 1977, the government explained its actions in taking over universities in 1973 and establishing others three years later:

In pursuance of these objectives (of higher education) Government has established new universities in a bid to ensure a more even geographical distribution and a fairer spread of higher education facilities as a measure of achieving national unity. The Federal Government in the same way has assumed control of all the universities in the country in order to ensure amongst other things, that admission of students and recruitments of staff into universities will be on broad national basis.

The rapid growth in University education in the 1960s and 1970s was also evident in technical and teacher education. The dissolution of the Nigerian College of Arts, Science and Technology in 1962 left a vacuum in these two important areas. The result was the birth of state- and federal government owned advanced teachers' colleges and colleges of technology. The advanced teachers' colleges prepare students for the national certificate in education and for teaching at the secondary school level. The colleges of Science and Technology prepare their students for the Nigerian national diploma in a variety of professors. Graduates of the colleges are supposed to fill Nigeria's middle-level manpower needs.

Because universities libraries are well organized, well staffed and often the most generously endowed, university libraries tend to play key roles in the development of libraries and librarianship in developing countries.
This pattern has been repeated in Nigeria. From 1953 to 1964, the library of the University of Ibadan was Nigeria’s national library in all but name; and until 1974, it continued to be responsible for the national bibliography, ‘Nigerian Publications’.

The impact of the university libraries collectively began to be felt from 1973 when the committee of University Librarians of Nigerian Universities was founded. The Committee began life as the sub-committee on University Libraries of the Committee of Vice Chancellors apparently without specifically defined objectives. However, in the past five years the committee has made steady progress on issues affecting university libraries, as witnessed by the following achievements:

2. Progress on a computerized Union Lists of serials.
3. Representation to the National Universities Commission, through the committee of Vice-Chancellors, on the needs and problems of libraries in the new universities.
4. Establishment of a courier service to speed up interlending between the Universities.
5. Sponsorship of the workshop on Library Automation.
6. Representation to the authorities on the conditions of service for professional staff.

By establishing a country wide courier service and sponsoring a workshop on library automation, the committee of
University Librarians gave the lead in two areas of increasing importance in librarianship in Nigeria Library cooperation and automation. One must add that the moves of the Committee of University Librarians in these areas are still initiatives. The courier service is yet to take off on its first run, and automation is still very much a thing of the future in University Libraries and indeed in all libraries in Nigeria. A few university libraries, notably Lagos, Naukka, and Ibadan, have active plans to automate, but these plans are not yet being coordinated, as they should at the level of the committee of University Librarian.

University Libraries went through a crucial period during the 1970s. The boom began in 1973 with the federal government takeover of the universities, and the declaration by the National Universities Commission that at least 5 percent of each university's recurrent budget be set aside for the library. But since the 1977-78 fiscal year, things have begun to turn sour for the universities, and Nigeria itself catered the beginning of the worst recession in its history. Government Projects have had to be cancelled out right or sealed down considerably, and some government policies have had to be reviewed. The universities have not escaped the attention of bureaucrats who have to administer these tightfisted government fiscal policies. Since 1979-80 university budgets have shown some increase over their
previous levels. The National Universities Commission has now suggested that 4 per cent of University recurrent budgets be set aside for the libraries.

The apparent ups and downs notwithstanding, it must be noted that university libraries have made tremendous progress. In 1972, all the six existing university libraries had 118 professional staff, and their total budgets amounted to N 978,8206. By 1977-1978, there were 202 professional staff in thirteen universities, and the total budget for 1972 were less than those for each of three of the elder libraries (see previous table).

The military government ended in 1979 and a new civilian government was elected by the people. Gradually, there has been a change of policy in favour of the universities. With the establishment in 1979 of the Committee of University Librarians, support for librarians and libraries will, it is hoped see greater government support.

In 1972 there were only six universities in Nigeria, five of which have been established since independence (Table – 4.13).
### Libraries in Nigeria (1976)

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Volumes in collection</th>
<th>Annual expenditures (Pound)</th>
<th>Population served</th>
<th>Professional staff</th>
<th>All staff (total)</th>
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<td>593</td>
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Ibadan University Library
### 4.13. UNIVERSITY LIBRARIES IN NIGERIA

<table>
<thead>
<tr>
<th>University</th>
<th>Year founded</th>
<th>Students 1972/73</th>
<th>University staff 1972/73</th>
<th>Volumes in library 1972</th>
<th>Serials</th>
<th>Budget 1972-73</th>
<th>Professional librarians</th>
<th>Other staff</th>
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<td>600</td>
<td>260,000</td>
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<td>3,891</td>
<td>482</td>
<td>114,000</td>
<td>1,311</td>
<td>102,252</td>
<td>31</td>
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<td>3,500</td>
<td>218,262</td>
<td>20</td>
<td>80</td>
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<tr>
<td>Abu(^b)</td>
<td>1962</td>
<td>4,000</td>
<td>550</td>
<td>110,000</td>
<td>2,350</td>
<td>109,283</td>
<td>17</td>
<td>72</td>
<td>Yes</td>
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<tr>
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<td>678</td>
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<tr>
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<td>650</td>
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<td>1,000</td>
<td>103,023</td>
<td>4</td>
<td>20</td>
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</tbody>
</table>

\(^a\) : University of Nigeria, Nsukka  
\(^b\) : Ahmadu Bello University
Established as University College, Ibadan, in 1948 and affiliated to the University of London, the University of Ibadan became fully autonomous in 1962. The library, which now has a collection of some 280,000 volumes, was fortunate from its beginning in acquiring by gifts, deposit, or purchase a number of substantial book collections. At its inception, the library of the then defunct Yaba Higher College was acquired. This consisted of a collection of some 10,000 volumes, most of which were, however, of mere secondary school standard. A more important acquisition was the 18,000 volumes private library of Dr. Henry Carr (1863-1945), who presented an outstanding example of the bibliophilic tendencies prevalent among the Nigerian intellectuals of his age. He was one of the great public figures of his era; educator, lawyer, churchman, and a civil servant who rose to be the first African Commissioner of Lagos Colony, Chancellor of the Diocese of Lagos, and Honorary Doctor of Laws of the University of Durham. His private library, which he began to build as a young student, was the largest collection of books known to have been assembled by anyone in West Africa, public or private, at that time and included much of the world's great literature: the classics of ancient and modern times, English literature, English history; major works in the social and anthropological
sciences; sizable collections in biography, education, and psychology; as well as topical literature; political, social, and religious. As an African churchman, his library reflected this interest and as a well read African, his library also contained much literature on Africa and Africans in the Americas. There were also extensive files of missionary magazines, a mass of Nigerian church pamphlets enormously valuable for the study of African history, and many departmental printed reports collected by him as inspector of schools and later deputy director of education for Lagos Colony.

The founding librarian, Professor W.J. Harris, who was largely responsible for this acquisition and for purchasing very many valuable and rare works on Africa, was also instrumental in the acquisition of another unique and valuable collection. Herbert H.S. Macaulay (1864-1946) known as the "Father of Nigerian Nationalism" was another octogenarian prominent in Nigeria during the first half of the 20th century. A fellow of the Royal Geographical Society (1892), graduate of the Royal Institute of Civil Engineers (1903), surveyor of Crown lands for the Colony of Lagos, he became more famous as owner and editor of several Lagos newspapers and the founder of the first Nigerian political party. Although Macaulay's collection contained only about 500 printed books (many of which, though, were
rare Nigerian publications), its great importance lay in the vast assortment of political pamphlets, local and foreign newspapers, government documents, minute books and papers of various societies, maps and plans of early Lagos and other towns, personal papers of all kinds including letters many from noteworthy West Africans and Afro-Americans, diaries, business documents, photographs, and other ephemera numbering thousand of items. This collection - to which several other notable collections of private papers and manuscripts have since been added, including a very extensive collection of early Arabic documents of West African origin has made the Ibadan University Library an invaluable depository of Nigerian historical source materials.

In 1950, the library was designated as the legal depository for two copies of everything published in Nigeria. Lists of these acquisitions are to be found in the annual Nigerian Publications : Current National Bibliography, published by the Ibadan University Library until this task was assumed by the National Library.

In 1954, the library moved to its present location. The building was designed to house a capacity of 250,000 volumes and 250 readers. Since the collection, then, only contained approximately 80,000 volumes and 1,300 current serials, the general opinion was that the university had
over estimated its needs. However, the tempo of progress in Nigeria has exceeded all expectations. By the mid 1960s the library was finding it extremely difficult to accommodate its readers and book space was at a minimum. In 1969 a new extension was opened which added 56,000 square feet to the 46,000 square feet of the main library building. This brought the total capacity of the library to half a million volumes.

The Research Library was designed principally for readers engaged in advanced studies. It admits only senior members of the university, research scholars, and postgraduate students. It houses the reference, Africana, and serials collections as well as the rare books, manuscripts, and government documents. These collections are primarily for reference purposes and are kept in the building, which is completely air conditioned by a thermostatically controlled, low-pressure, ducted air system which is virtually noiseless. This feature is important for the preservation of the books in a humid climate where mold and mildew are frequent. To reduce the cost of air conditioning, window space was reduced to a minimum and confined chiefly to the ends of the building where, pari passu, work areas and study carrels are located. A double wall has been used, which creates an air space that acts as an insulator around the walls and ceiling.

The library uses the Bliss Bibliographical
Classification. The collections are on open access with the exception of those in the Research Library. Within the Ibadan University Library system there is a Medical Library, and several faculty sub-libraries and reading rooms. A Union catalogue is presently being prepared for these collections. The staff consists of 26 professionally trained librarians and 103 supporting intermediate and junior staff. The book collections are richest in bibliography, African history and culture, the natural sciences, and the tropical aspects of medicine and agriculture. There is also a good librarianship collection which serves students of the department of Library Studies in the University. A well equipped reprographic unit and an excellent bindery are also available. With a collection of 280,000 volumes and 5,000 annual journal subscriptions, the Ibadan University is the largest library in Tropical Africa (i.e. that area of the Continent lying in the Torrid Zone between the Tropic of Cancer and the Tropic of Capricorn).

Libraries in the University of Nigeria, Nsukka

The University of Nigeria, which is located in the town of Nsukka in the East Central State of Nigeria, was formally opened on October 7, 1960, as the climax to the Nigerian Independence celebrations in the then Eastern Region of the Federation. This event marked the culmination of many years of thought and discussion by several Nigerian
leaders, who were inspired principally by the then Primer of the Eastern Region, and later President of the Republic, Dr. Nanami Azikiwe. In 1961, the former Nigerian College of Arts, Science and Technology, in Enugu, was incorporated into the University, and its buildings now form the Enugu campus of the University.

The library of the main campus is known as the Naamdi Azikiwe Library. It consists of three floors, with a book capacity of 250,000 volumes, and was occupied in September 1961. At that time the collection numbered 21,300 volumes. With the addition of the resources from the Nigerian College of Arts, Science and Technology, another 8,000 volumes were added to the overall collection.

During the 1963-64 session, the Law Faculty Library was established at Nsukka while the Economic Development Institute established a library on the Enugu campus with funds received from the Ford Foundation. By 1967, the book stock of the total university library complex numbered some 102,542 volumes, and 2,313 current periodical titles were being received regularly.

The period between 1967 and 1970 was one of crisis in Nigeria and the University of Nigeria was particularly hard hit by the events of that time. All university activities were totally suspended and, due to war activity, some collections such as those at the Economic Development
Institute and the Enugu campus were almost totally destroyed. Other losses included works which the virtually irreplaceable, especially from the Africana collection, as well as all microforms, furniture, bindery equipment, audio-visual equipment, and, in fact, most of the other normal library equipment. The total collection now numbers 114,000 volumes.

Another great loss during the civil crisis was the destruction of the private collection of Dr. Nnamdi Azikiwe, for whom the university library was named and who had donated some 8,000 volumes to it at its inception. Dr. Azikiwe's personal collection consisted of several thousand rare and important works on Africa, many personally autographed by the authors; as well as files of newspapers, journals, these written by African students and presented to him and personal journals letters, and other documents accumulated over the years of his active political career. These were carefully catalogued and housed in a four story personal library equipped with microfilm readers and other facilities which he made available to research students at the University. The loss of this collection is a serious blow to African scholarship and the study of Nigerian history.

The University of Lagos Libraries

The first academic year of the University of Lagos commenced in October 1962. The university itself was
established with the aim of giving special emphasis to courses in Commerce, Business, Administration, Economics, Social Sciences, Higher Technological studies, and the training of graduate teachers, as well as developing a Medical School and a Faculty of Law. Since then, Schools of Asian and African Studies; Environmental Design; and Biological, Mathematical, and Physical Sciences in addition to Institutes of Mass Communication, Child Health, and Computer Sciences have all been added to the University.

The University library began without any endowments or bequests. The first librarian Miss E.M. Moys, through enlisting the sympathy of a number of people and institutions outside Nigeria, was able to solicit a great many donations. In most cases, the staff were consulted by the prospective donors before the books were selected, a procedure which made the gifts doubly welcome. By 1965, when the present main library building was constructed (now known as the Yakubu Gowon Library), the collection totalled 44,400 volumes.

The total floor area of the four-storey Yakubu Gowon Library is 63,360 square feet. It is designed to provide seating accommodation for about 800 readers and has a capacity to hold 250,000 volumes. Other facilities include ample work rooms and staff offices totalling 8,172 square feet, a lecture theatre, the computer centre, the audiovisual
center, and a large exhibition and browsing area. The whole building is totally air conditioned.

It is arranged in a compact square shape with the ground floor 144 x 144 feet and the three upper floors each 120 x 120 feet. This arrangement gives a terrace around the building at the first floor level - Flexibility has also been achieved by dividing the main areas of 120 x 120 feet into 25 modules 24 x 24 x 12 feet each. The main columns, which bear all the weight, are of cruciform design, with a section area of 5 square feet. The fixed services, stairs, toilets, and staff lift, are situated off center, dividing the building into three basic sections, each 5 modules long.

The library now has a stock of over 100,000 volumes and subscribed to over 3,000 journal titles annually. Books are classified according to the Library of Congress Classification Scheme and are arranged on open access to readers. It is a depository for all books published in Lagos, State, and also a depository for the publications of several international organizations including the United National Economic Commission for Africa (ECA); the General Agreement on Tariffs and Trade (GATT); the International Court of Justice; and the International Labour Organization (ILO).

In addition to its main campus, the university also has the College of Education and the College of Medicine, each of which operate on their own separate budgets and have their own separate libraries. The library collections are,
however, under the direction of the university librarian. General emphasis has been placed on the collections in Medicine, African Law, Engineering, and Oceanography. The library has a unique gramophone record collection designed to preserve all recordings of Nigerian musicians. It also contains a growing collection of private papers of eminent Nigerian personalities. Publications include a monthly accession list known as Library Notes.

The Libraries of Ahmadu Bello University

Ahmadu Bello University came into existence legally and actually, in October 1962, in the city of Zaria, in the present North-Central State of Nigeria. Most of the faculties of the University developed out of departments of the defunct Nigerian College of Arts, Science and Technology; the Institute of Administration, the Abdullahi Bayero College, Kano; and the Institute for Agricultural Research, which were incorporated at the foundation of the University.

The University presently has eight libraries in operation. These are:

Kashim Ibrahim Library, which is the major library on the main campus in Zaria. It has a stock of over 110,000 volumes and subscribed to more than 2,350 current serials.

President Kennedy Library of the Institute of Administration located in Zaria, which has a stock of over
48,000 volumes and 420 current serial subscriptions dealing primarily with Law and Social Sciences. Library of the Institute of Agricultural Research, which is also located in Zaria and has a stock of 9,000 books, 10,200 pamphlets, 520 microfilms, and 700 journals catering to postgraduate research in Agriculture and its ancillary sciences.

Abdullahi Bayero College Library in Kano, with a stock of some 18,322 volumes and 160 current serials concerned primarily with Arabic and Islamic Studies.

Clinical Medical Library at the University Hospital in Zaria, established in 1969 and containing 4,000 volumes and 305 current serials.

Institute of Education Library, a working educational library restricted to staff, educational researchers and teachers in primary and teacher's education.

Samaru Library, created in the absence of a public library to cater to the needs of the university's intermediate and junior staff members and their families and to serve as a training laboratory for the students of the Department of Library Science in the University.

University Staff School Library, especially designed for the use of the teaching staff in the school and to provide them with teaching materials.

The growth of this library system in many ways highlights some of the problems of university libraries in developing countries. When the Kashim Ibrahim Library was
opened, it had no electricity. As a result, service had to be restricted to the daylight hours. Moreover, since the university library was located in an area where there were no other types of libraries for many miles, it became necessary for the librarian to assume responsibilities for services to other classes of readers, hence the development of the Samaru Library, which serves as a public library within the state, as well as the development of the school library, which caters both to teachers and children.

The Kashim Ibrahim Library building was inherited from the Nigerian College of Arts, Science and Technology in Zaria. It is a cube-shaped building with a ground floor and two upper floors having a total area of about 25000 square feet. The reading rooms are on the upper floors, while the work rooms are located on the ground floor. It was originally designed to accommodate 55,000 volumes and 80 readers, but has already been filled and the present stock of 110,000 volumes and 2,350 current serials have all been crammed into this area. Plans are presently proceeding for the erection of a totally new, £ 750,000 library building which is expected to be completed during the 1970-1975 plan period.

The Kashim Ibrahim Library has gone through some trying periods. During 1964-65 the entire card catalog was converted to a strip-dex catalog. This abbreviated catalog was, however, not popular with readers and when the
then Librarian Mr. W.J. Plumbe left and the new Librarian Mr. J.M.M. Grey-Theriot took up the post, not only did he convert the strip-dex catalog back to cards but also changed the classification scheme from the Bliss Bibliographical classification to the Library of Congress scheme. Readers were, throughout this period, required to use two catalogues and to check for books in two separate places.

The library system is now developing smoothly. It is hoped that when the new library opens, expansion of the collection will proceed at a much more rapid rate.

The University of Ife Library

In October 1962 classes began at the University of Ife, then temporarily located in Ibadan on the site of the Ibadan branch of the Nigerian College of Arts, Science and Technology. This was one of three Nigerian universities to be established in that year. The University initially had five faculties - Agriculture, Arts, Economics and Social Studies (now Social Sciences), Law, and Science. It has since added an additional four new faculties, namely, the Faculty of Education, the Faculty of Pharmacy, The Faculty of Technology and the Faculty of Health Sciences. In addition, there are the following six institutes and two research units: the Institute of Administration, African studies, Education, Physical Education, Agricultural Research and Training and Population and Manpower Studies;
the Small Scale Industrial Research Unit and the Drug Research Unit.

During its first 5 years, the university was located on its temporary site in Ibadan. The library at this period was able to reach a strength of some 50,000 volumes with annual serial subscriptions approximating nearly 2,000 titles. In January 1967 the Faculties of Arts, Social Sciences, and Law moved to the permanent site of the university in the town of Ile-Ife about 50 miles northeast of Ibadan. One year later, in January 1968, the Faculty of Agriculture and the Departments of Botany and Zoology also completed their move. This necessitated a division in the library and required the establishment of temporary library quarters at the new site in Ile-Ife. These were established on the top floor of Humanities block in an area originally designed for classroom use. One can only imagine the amount of inconveniences which students, staff and librarians suffered during this period.

The new library building on the site at Ile-Ife was opened in October 1969. It consists of four floors, including a lower ground floor opening to the rear of the building and containing the bindery, photocopying section, and service area; the ground floor containing the exhibition area, reading room, processing areas, and catalog; The first floor containing the administration, periodicals and
special collections; and the second floor with its seminar room, reading areas, stacks, research desks, and the second floor with its seminar room, reading areas, stacks, research desks and carrels. The building contains 42,000 square feet and is designed to accommodate 250,000 volumes and to seat 900 readers. It contains an air conditioned area in which most of the research work is conducted.

The present collection numbers approximately 130,000 volumes and 3,200 current serials. In the last 6 years, vigorous efforts have been made to strengthen the collections on Tropical Agriculture, Pharmacy, Biological and Physical Sciences and Law. The library also includes the Institute of Administration Library, still on the Ibadan site, and the Libraries of Agriculture at Moor Plantation, Ibadan, and Education at the Adeyemi College of Education. Classification is according to the Library of Congress scheme.

Benin University Library

The library at the university of Benin is presently the youngest university library in the country. Established in 1970, it is yet has no permanent site and is housed in temporary buildings on the temporary site of the university.

The librarian of the new library, Professor W.J. Harris, who was also the founding librarian of the Ibadan University Library, has been putting much effort into the establishment of the new university and it presently also serving as the
university's acting Vice-Chancellor, a function which he also performed for 2 years at Ibadan.

The Benin University Library is presently serving a clientele of some 200 readers. Its collection is just over 10,000 volumes and its staff is minimal with only four professional librarians. Until it is situated in its permanent buildings, overcrowding will continue to be one of its major problems. However, a glance at their annual report for 1971-72 will indicate that the staff training and general planning that are presently in progress augur well for the future of this new institution.

42K. SENEegal

Senegal has one university, the Universite' de Dakar, which was founded in 1952. The University has four faculties (Humanities, Sciences, Law and Economics, Medicine and Pharmacy) and several institutes. A programme to Africanize the courses offered at the University has been successfully implemented. The University's central library houses nearly 350,000 volumes and 5000 periodicals, including a special Africana collection. In addition to this Central Library, there are 59 other institutional, professional school, and pedagogical libraries.
<table>
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</tr>
</tbody>
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Sierra Leone was first visited by Portuguese traders in the mid 15th century, and it later became a British colony where freed slaves were settled during the late 18th and early 19th centuries. British influence on Sierra Leone lasted for more than a century, after which independence was gained in 1961. It became a republic in the Commonwealth in 1971. Under British rule and as an independent nation, in spite of Sierra Leone's high potential in natural resources, it has never quite prospered economically. As an independent nation, it has often been classified as poor country, even though it is ostensibly rich in mineral resources. Agriculture directly employs 75% of its population of 3,002,426 (1974 census) and contributes 30% of the GDP but only 15% of export earnings.

Library in Sierra Leone is rated as 15% of the total population, and efforts are being made to develop literacy programmes, especially in support of rural development projects. The main thrust seems to be the development of literacy in the local vernacular languages in order to promote various educational and social programmes.

Historically, there does not seem to have been a public library development movement in Sierra Leone during early times libraries have had either personal or
institutional origins. The former could be categorized as private libraries and the latter as special libraries.

UNIVERSITY LIBRARIES

1. FOURAH BAY COLLEGE: Background of the College

It was about the year 1813 that an institution was founded in Sierra Leone under the auspices of the Church Missionary Society for the purpose of educating "liberated African" or "recaptured children" who were from time to time rescued from captured place strips condemned by the Vice-Admiralty.

In 1876 a bold step was taken which enriched Fourah Bay College. It became an affiliated college of the University of Durham. The instruction was brought into conformity with that pursued in Durham, and this assured students of West Africa a sound University education. As this was the first, and for a long time the only, institution of higher education in Black Africa, its student population was international; for the most part it included Nigerians and students from the Gold Coast (Ghana) the West Indies, and latterly from Gambia.

Library Development at Fourah Bay College

If little is known of the existence of a college library before 1876, the year of the Durham affiliation,
there is from the establishment of this academic link abundant evidence of the existence of a library at the college. The University of Durham Library occupied a high place in the system. The University of Durham Journal religiously recorded its activities chiefly appeals for material donations in a special column headed. "The Library", which appears in most of the issues which has been examined.

In 1878, in pursuance with the Fourah Bay/Durham University affiliation scheme, the college Regulations were enlarged. The Library was located on the main floor of the colleges' four story building, with easy access to all. It was adjacent to the lecture rooms.

Thus the college library was firmly established, and it attracted valuable donations such as a special collection donated in 1881 by Revered H. Wright, who has served as honorary secretary to the C.M.S. (Church Missionary Society).

During the years from its inception until it was formally named, the college library, the library was first known as the Obidiah Johnahon Memorial Library and then, as the Principal's Library (1933-1936). The Library was large enough to serve the college as an Assembly Hall until a college Hall was provided in 1886.

The history of the college on the whole has been fraught with pecuniary limitations and its library was in no exceptional position. Apart from library donations,
which were rather small and some times infrequent college, allocated funds for the library were rather meagre.

The 1950s were crucial years for the development of the college as a whole, and there were concomitant constitutional changes which attracted financial aid, both foreign and local. The 1940s had been a precarious period for the college, and the visit of the Elliot Commission had not given it the stability it needed but these problems were largely resolved by the colonial government when the Fourah Bay College Ordinance No. 11 of 1950 was enacted.

With the establishment of a stable institution, Fourah Bay became an attractive venue for foreign funds. In 1954, following a visit by the Fulton commission which improved the status of the college, the library was awarded a grant of $ 8000 by the Carnegie Corporation of New York, to be used for the purchase of essential reference and bibliographic tools.

The donation was complemented the British in February 1955 with a grant of £ 15000 from the colonial development on Welfare Funds. Two thirds of this donation (£ 10,000) was spent on books and periodicals and the rest on equipment. These grants and other donations led to an accelerated growth of the library and they formed the foundations of a sturdy development during the 60s.

Until 1955 there was non-professional librarian in
charge of the collection. In 1955 the staff consisted of one professional librarian (British) two library assistants, one messenger, and three students assistants of evening duties. But by the time third professional librarian arrived in Sierra Leone in 1961 it was evident that the library's growth could not continue unless there was a substantial improvement in its physical facilities.

The collection was noticeably improved and a traditional philosophy of selfless service was generated. The fourth librarian's tenure was one of the consolidation and future planning.

The library's stock had grown substantially. In 1955 it has 12000 volumes and a few periodicals; by 1959 it had almost doubled its accessions and had a stock of 22500 books including 858 bound periodicals and 170 current periodicals.

The improvement of the temporary housing of the library required the constant application of ingenuity. Parts of the building were restructured to accommodate new library equipment, new and growing departments like the Sierra Leone collection, periodicals section, and Acquisitions and Cataloguing Departments, and a larger Issue Desk Area. The library was extended to accommodate 55000 volumes.

By 1959-60, the college was spending £3500 on books and periodicals, out of its recurrent grant of £56363.

Mr. Michael Jolliffe, who was appointed in 1961 was initially...
concerned largely with the improvement of the physical facilities of the library.

Following the visit of Alan Pifer, an executive of the Carnegie Corporation, to the college in December 1961, the corporation in March 1962 announced a donation of $110,000 for the library development in the college. The Sierra Leone government gave a matching contribution of £48,000, part of which came from the Commonwealth Assistance Loan. These two gifts amounted to £85,000, which was considered sufficient for the first phase of the new library.

The book fund, which was less than £4,000 at the beginning of 1960 was £30,000 at the beginning of 1970s.

The staff development programme for both senior and junior staff was considerably expanded, with the introduction of local courses for the preparation of junior staff of the college for the city and Guildo Institute of London, a Library Assistant Certificate Examination. At that time there were only two professional library staff as assistants.

In 1968 the college received full university status, and with this elevation, the library also began to given leadership in the development of other libraries in Sierra Leone.

Within the library itself, Mr. Jollife established
the Reprographic and Micrographic sections. Printed Catalogue cards produced by the U.S. Library of Congress and the British National Bibliography were experimented, as a temporary measure for diminishing a backlog of cataloguing of about 10,000 items. Until 1955 only some eight to nine thousand volumes could be found recorded in the library's catalog. With the rise of these cards and simplified cataloguing procedures for books for which printed cards were unavailable, the staff was able to catalog 10000 volumes of books in the year 1961-62, and they also classified the periodicals library at the same time.

The library moved from the old premises in 1964, and the new building was formally opened on April 27, 1965. On the invitation of the Library Committee, Mrs. Margaret Amost, formerly in charge of the African library in Ibadan, visited the library in March 1966 for a week in order to make recommendations for the expansion of the Africa collection.

Donations to the library from American sources have been sporadic but of considerable value. The Regional Council for International Education, University of Pittsburgh, started a donation programme of Africana to the library in 1966, which continued for 3 years.

The library's greatest donors have been the British who have a long-term donation plan arranged through the ODA Book Presentation Programme. This will have a total value of about £3000 for the period 1973-1980.
The use of accession numbers are method of identifying books in the library started in 1969.

At the end of March 1970, Mr. Michael Jolliffe left his post as College Librarian to become Librarian at Royal Holloway College, London University, London. He was succeeded by Mr. A.C.S. Butler, who arrived in 1971 and who resigned in 1972 to become deputy librarian of the school of Oriental and African studies.

During Butler's short but effective stay the first inventory of the library was undertaken and this has since become an annual activity. Also a Reference Department was established and the library was designated a United Nations Depository Library.

After the establishment of the unitary system in 1972 one University Library Committee was established for the coordination of the work in the two university college libraries Fourah Bay and Njala.

2. NJALA UNIVERSITY COLLEGE

Though Sierra Leone is primarily an agricultural country, the emphasis on improvement of agriculture in earlier years was not commensurate with its importance in the economy. Prior to the establishment of Njala University College in 1964, there was no agricultural degree programme in Sierra Leone.

There seem to have been three agricultural colleges
established in Njala. The first Njala College was founded in 1919 and situated at the Experimental Station at Njala. Its original aim was to train teachers for government schools; for the first five years of its existence there was no agricultural instructor on its staff.

After 9 years of operation the first college was closed in 1928. The second Njala Agricultural Training College was not established until 1939, and it opened with 15 teachers in training, 10 agricultural students, and 6 agricultural instructors attending a refresher course. This new college continued to exist until the creation of Njala University College in 1964. It was established by an act of Parliament, when it became government policy to provide local training for young men aspiring to senior positions in the Ministry of Agriculture.

Njala University College was set up through a contractual agreement between the Sierra Leone government and the United States Agency for International Development (U.S. AID). The survey team of this project, in making its recommendations in 1963 for the founding of Njala University College, envisaged "a new institution without precedent, uninhibited by the educational traditional of the past, which will spearhead the agricultural revolution required to serve best the needs and aspirations of the people of Sierra Leone."

In 1967 University Act drew Fourah Bay College and
Njala University College closer to each other to form a Federal University system which granted University of Sierra Leone degrees. In 1969 the Carney Commission appointed by government recommended the establishment of a Unitary University system. This recommendation was confirmed by the passing of the University Act of 1972. After the enactment of this legislation, a full time Vice-Chancellor was appointed with the view of maximizing cooperation between the two colleges and with the central secretariat, in the spirit of the law which established the system.

Njala University College has two facilities - Education and Agriculture.

The Library at Njala University College

When the first students enrolled at the college in October 1964, a library service (though not organized on a professional basis) was adequately provided under the supervision of a member of the teaching staff. Meanwhile two Americans on the staff of the college spent considerable time on planning for the future of the library; on ordering equipment, books, and periodicals and on the recruitment of staff.

Mrs. E. Hill, an elderly and able Peace Corps Volunteer was persuaded to move from Sierra Leone Library Board to take charge of the college library. She headed the library from November 1964 until 1966 when she left Sierra
Leone at the end of her Peace Corps assignment to return home to Seattle, Washington. The library had inherited the entire libraries of the Agriculture Teacher Training College and the Department of Agriculture, both of which had stocks of periodicals, reference books, texts on agriculture and related subjects, and the school books.

Funding for books, periodicals, and equipments was largely provided initially by the United States through the United States Agency for International Development Contract. Between 1964 and 1968 this agency provided $22,260 for the library equipment and $58,663 for books and periodicals. During this period the budget allocations (in leones) made by the college to the library were as follows:

- 1964-65 : Le 2,460
- 1965-66 : Le 22,172 (includes salaries)
- 1966-67 : Le 18,104; and
- 1967-68 : Le 4,500 (excludes salaries)

At the end of the U.S.AID contract in 1973 the college assumed full financial responsibility for the library. By this time also, the United States had spent $450,000 on the college (in 1963-1973) excluding U.S.PL 480 funds which were provided for the building of laboratories, men's dormitories, and other purposes.

<table>
<thead>
<tr>
<th></th>
<th>1967-68</th>
<th>1975-76</th>
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<tbody>
<tr>
<td>Books and bound periodicals</td>
<td>17900</td>
<td>40000</td>
</tr>
<tr>
<td>Current titles of periodicals</td>
<td>700</td>
<td>850</td>
</tr>
<tr>
<td>Microfil units</td>
<td>58</td>
<td>74</td>
</tr>
</tbody>
</table>

These are the comparative figures.
### Libraries in Sierra Leone (1976)

33. Annual reports.
34. Directory of Libraries and Information Services, 2nd ed. (Sierra Leone Library Association, 1976).

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Volumes in Collection</th>
<th>Annual Expenditures (Leone)</th>
<th>Population Served</th>
<th>Professional Staff</th>
<th>All Staff (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic and Vocational</td>
<td>7</td>
<td>185,000</td>
<td>Le 270,000</td>
<td>9,000</td>
<td>13</td>
<td>53</td>
</tr>
<tr>
<td>Public</td>
<td>11</td>
<td>347,932</td>
<td>Le 139,000</td>
<td>3,500,000</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Special</td>
<td>12</td>
<td>344,440</td>
<td>Le 178,000</td>
<td>10,000</td>
<td>6</td>
<td>31</td>
</tr>
</tbody>
</table>
Though Sierra Leone has had more than 100 years of higher education, teacher education was not established until 1926. In 1925 the Church Missionary Society sponsored two of its workers for schooling abroad, and they successfully completed a course for a post-graduate Diploma in Teaching. That sponsorship made it possible for Fourah Bay College to introduce, in 1926, the Post-graduate Diploma in the Theory and Practice of Teaching.

In 1928 this course was suspended but it was resumed in 1933. This 1-year postgraduate training is still offered by the Department of Education, Fourah Bay College, University of Sierra Leone.

This was the beginning of teacher education in Sierra Leone: Male teachers were trained at Fourah Bay College, and female teachers were provided with a separate women's college at Wilberforce, under the administration of the Wesleyan Methodists. The latter merged with the Mourah Bay College Teacher Training Department in 1946-47.

However, in the early 1930s it was recognized that a teachers college was needed outside the Freetown area, and Bunumbu Teachers College was established in 1935 for the training of postor/teachers. It was the first provincial college to grant the Higher Teachers Certificate for Primary School Teachers for rural development.

In 1972 the government initiated a rationalization
policy which led to the establishment of three provincial colleges at Bo, Port Loko, and Makeni.

In 1972 the government initiated a rationalization policy which led to the establishment of three provincial colleges. Bo Teachers College therefore was established in 1972 as a result of the merger of the Catholic Training College (founded in 1942) and Bo Teacher Training College (founded in 1963). The colleges are located 4 miles apart, and so this college is the only one which offers Teachers Education with special "Level-B" courses in Geography, Mathematics, and Music as part of its training programme for primary school teachers.

Makeni Teachers College, Makeni, was also established in 1972, as a result of the merger of Government Training College Magburake, Magbuaka (founded in 1950), and St. Augustine College, Makeni (established in 1964). This college now offers courses in general academic subjects and a Teachers certificate for primary school teachers. Its future plans include its development as an institution offering courses for the Higher Teachers Certificate, Primary and Community Development, and Adult Education.

Port Loko Teachers College, Port Locko was established as a teachers college for women in 1966, with funds provided by the Swedish government and administered through UNESCO. It originally prepared students for the elementary Teachers certificate, which has since been upgraded to the teacher
certificate. Its specialities, Home, Economics and Infant Education.

Freetown Teachers College, Freetown is the only non-residential teachers college in the country. It was founded by Dr. V.R. King, a celebrated Sierra Leonean education. The aim of the College is to offer a 3 year course for the preparation of teachers for a Teachers Certificate. Its physical facilities are shared with the Bishop Johnson Memorial School, a secondary school. The modern buildings were constructed as a school/college campus with funds from the International Development Aid (IDA).

Teacher education institutions which do not offer courses for the advanced Teachers Certificate look upon the development of these courses by their institutions as a means of improving their status and their physical facilities, including library provisions. At present only two of these libraries have full-time professional staff. Until funds are provided for the establishment of an adequate library staff development programme, the further growth of libraries in these colleges will be very limited, especially in those which lack the presence of professional expertise. Summaries of significant information on the five teachers college libraries follow:

Bo Teachers College Library: The library was established in 1964 at Bo. It has 9000 books - At Towama Campus 7000 books
and at Gerihum Road Campus 2000 books. It has one qualified librarian, who runs the library and gives introductory library education courses to first-year students and senior students. DDC and CCC are used in this library.

There is a good reference library on each campus, and a collection of children's books for teaching practice. The main subjects are: health science, geography, history, general science, agriculture, English language and literature, mathematics, music, art, education and religious knowledge.

**Bunumbu Teachers College Library**: It was established in 1933 at Kenema, Eastern Province. It has 9070 volumes, 40 periodical titles, 191 Film Strips and 42 films (16 mm). Besides there are visual aids, mainly wall pictures and charts. One paraprofession and 20 student assistants are working. DDC is being used for nonfiction and Special Schemes for reference books and fiction.

To provide library service for students and staff of the college, and also for teachers of 20 pilot schools connected with the Bunumber Teachers College Project. The library has therefore organized a Mobile Library service for children in these pilot schools which began operation in 1975. It also provides information for student teachers to enable them to organize primary school libraries.

**Makeni Teachers College Library**: It was established in 1972 at Makeni, Northern Province. It has 3000 books and...
Periodicals and 15 Periodical titles. One paraprofessional is working there. DDC and CCC are being used there.

It serves the students and staff of the college. The library collects materials on education, agriculture, health education, history, geography, English language and literature, and religious knowledge.

A new library building is financed by the Sierra Leone government and a German foundation.

Milton Margai Teachers College Library: This library was established in 1960 at Freetown. It has 10500 books and periodicals, 100 periodical titles. It has also films, slides and tapes, and audio-visual equipment. Two professionals and two paraprofessionals are working there. DDC and CCC are used there.

It serves teacher-in-training and members of staff of the college. The library collects books on arts and science subjects taught in secondary schools (excluding government and economics) and on commercial subjects. It has a special collection of secondary school books, fiction and non-fiction.

Present physical facilities are inadequate, but plans are there for the construction of new library building.

Women's Teachers College Library: It was established in 1966 at Port Loko Northern Province. It has 7025 books and
periodicals and 45 periodical titles. It has few maps. One professional and four paraprofessional are working there. DDC and CCC are being used there.

It provides facilities for study and research for all members of the college, to develop an understanding of the library as a core for the college's educational programme. The library collects general works and works related to the subjects taught at the college.

There is a lack of adequate funds to develop the library's stock. Various donations have largely added the library's collection.

42M. TOGO

Togo has one university, the Université du Benin, which was founded as a college in Lome' in 1965 and attained University status in 1970. All higher education institutions throughout the country are part of the University. The language of instruction is French. The University's libraries are decentralized. Holdings include 26000 volumes and pamphlets and 580 periodicals, 90% of which are in French. Another institution of higher education is the Ecole nationale d' Administration (ENA), founded in Lome' in 1958 to provide a training centre for Togolese Civil servants. The library has over 1000 volumes; in the late 1970s. There were approximately 50 students. There are government sponsored technical colleges at Lome' and at
Sokode and an agricultural school in Kpalime. The library of the latter holds nearly 3500 volumes. The library of the teacher training college at Atakpame holds 6000 volumes.

42N. UPPER VOLTA

Upper Volta has one University, the University' de Ouagadougou, which was founded in 1970 and attained university status in 1974. The University's library holds approximately 30000 volumes, 100 periodicals and 1400 maps. There are many smaller libraries affiliated with colleges in Ouagadougou. The academic library of the Lycee' Philippe Zinda Kabore de Ouagadougou houses 224 volumes and 142 periodicals and is extended primarily for the use of teachers and secondary students.