LIBRARY WORK IN AFRICA

SCANDINAVIAN INSTITUTE OF AFRICAN STUDIES/UPPSALA/SWEDEN
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CONTRIBUTORS:

Marianne Asplund  E.M. Broone
Evelyn J.A. Evans  Gert Hornwall
Knud Larsen  Tom Nabeta

Torgil Ringnér

Edited by
Anna-Britta Wallenius

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An "Afro-Scandinavian Libraries Conference" was held in Copenhagen on October 9 - 11, 1961. The initiator of this conference was Mr. Jørgen Schleimann, the Executive Secretary of the Committee for Afro-Scandinavian Co-operation, and a former librarian himself. The conference was organized in co-operation with the "Association Internationale pour le Développement des Bibliothèques en Afrique", whose Secretary-General is the Director of National Archives in Mauritania, Mr. E.W. Dadzie. At this conference a broad survey of different activities in the public-library services in Africa was given by a large number of experts. The participants felt it a matter of urgency that the conference should be followed up by similar meetings with the purpose of assessing the need for and assisting in the development of public-library services in Africa through Afro-Scandinavian co-operation.

The Scandinavian Institute of African Studies arranged on October 14 - 16, 1964, a seminar in Uppsala on "Development and Adult Education in Africa". On this occasion public-library problems of various kinds were also discussed. Education and library problems are so closely inter-connected, that it is difficult to discuss one without discussing the other.

These two meetings constitute the background to the conference on "Library Work in Africa" that was held in Norrköping on August 30 - 31, 1965. This meeting was on a somewhat smaller scale than those mentioned above. The initiators were Mr. Bengt Hjelmqvist, the Head of the Public Library Section of the Swedish National Board of Education, and Miss Bianca Bianchini, the Municipal Librarian in Norrköping. The conference was organized by the Norrköping Municipal Library with the support of the Swedish National Board of Education and the Scandinavian Institute of African Studies.

Experts on library service from different sectors of the English-speaking part of Africa were invited as speakers, and their lectures served as a basis for the discussions in several "working groups" on selected topics concerning library work in
Africa. These lectures are published here in the order in which they were delivered at the conference.

The Scandinavian Institute of African Studies wishes to express its deep gratitude to all the distinguished contributors for their generosity in placing their manuscripts at its disposal for publication in this form. The Institute also wishes to convey its sincere thanks to Miss Bianca Bianchini and the municipal authorities in Norrköping for arranging this conference, thus fulfilling the hopes that were expressed at the two earlier conferences.

Sven Hauroll
Acting Director

Anna-Britta Wallenius
Librarian

Uppsala, February 1966
LIBRARY SERVICES IN GHANA

Evelyn J.A. Evans

I should like, first of all, to thank you for the opportunity you have given to me to come and talk to and discuss with you the question of library services in Africa today. My talk will deal mainly with the Ghana Library Board and the progress it has made since its setting up in 1950, showing how from a humble beginning a country-wide library service has been established.

Ghana is a small country about the size of Britain, with a population of less than seven million. It lies just north of the equator. It has a tropical, and for the most part humid climate, although the dry harmattan wind from the Sahara blows early in the year, bringing with it the inevitable problems that accompany any swift alteration in climate. Geographically the country can be divided into three, the narrow coastal belt of mangrove swamps and plains, the thick tropical forest belt in the centre, and the savannah land of the north. There is no very high land, although steep escarpments often have to be negotiated. The compactness of Ghana and its good roads have made it a reasonably easy country to deal with when having to consider a country-wide service of any kind. With the coming of independence in 1957, the eyes of the world were on Ghana, and its leaders were determined that they would show that an African country was capable of running its own affairs. Education became a priority, and libraries, fortunately, were considered an essential part of the educational system. Whether this would have been so if libraries had not already been established, it would be hard to say, but libraries had already made their mark in the rapidly developing country, and were accepted as a normal part of daily life.

THE EARLY DAYS

In 1945 public libraries were unknown in Ghana or, as it was then called, the Gold Coast. One or two secondary schools had small libraries, but the use of books was kept to the classroom and no consideration had been given to the question of providing books for the general reading public if such a public existed.
Literacy was low, but that there was need for some provision was obvious, for apart from the shortage of books there was the acute lack of suitable places in which to read. Very few homes had adequate lighting, and it was a common sight to see students sitting beneath the very few street lights, with their feet in the storm drains, attempting to make out the written word. That there was interest in reading was shown when the Bishop of Accra made his own library available to the people of the town. This was as early as 1928. There was such a demand for the books, many of which were never returned to him, that he decided something ought to be done, and he offered to the government the sum of £1,000 to start a building fund to put up a town library. This gift coincided with the building of the King George V Memorial Hall in 1936, and a wing was incorporated in the building for library purposes. Before the building was put to use, however, Accra suffered a major earthquake, the Secretariat and other public buildings were destroyed, and the new library premises were taken over for offices. In the event this was probably fortunate, as there was no trained librarian in the country, or even anyone with an inkling of how a library service was administered.

Progress was static during the war years, although, as the result of a survey by the Carnegie Corporation of New York in 1939 on the need for library services in West Africa, a sum of money amounting to some £5,000 was put in cold storage until the end of the war. This was the position when the British Council opened a small library and reading room in Accra in 1945, the first step in what was eventually to develop into a nationwide public library service.

You must forgive me if, at this point, I become a little personal, but I think that my reactions on arriving in a new country which had no libraries may be of interest. I had been appointed librarian by the British Council, to be stationed in Accra. My work was to run the British Council and reading room. But it was difficult for a librarian who had spent many years in public-library work providing books for anyone and everyone interested to be restricted to what was inevitably a library limited to a small select community. Fortunately my views on the need of a far greater service became the policy of the British Council at this time. By example they hoped to interest the local government in the need for libraries, and would help as far as possible in the setting up of a good service. In passing, it may be mentioned that Ghana was
the only country in which this eventually happened. With the report of the Carnegie Corporation and its offer of funds, the then colonial government was aware of the need and possible value of libraries, and a major step was taken by the establishment of a Library Advisory Committee to the Government.

Before continuing with the history of the library movement, however, it may be of interest to you to hear what life was like in my early days as a British Council librarian, after having decided that what was needed was a public library service in Ghana.

TEACHING WITH THE BRITISH COUNCIL

A librarian arriving in a new country practically devoid of libraries can take one of two courses. He can concentrate all his efforts on the building up of a single library which may serve as a model for others, or he can attempt a countrywide library service, the main aim being to get books to anyone needing them. The latter was the pattern followed in the Gold Coast. Inevitably much planning, office and committee work must be done, but, before any of this is attempted, it is essential that a knowledge of the country should be acquired. During my first tour of duty in the Gold Coast, I toured the whole country. I noted the distribution of the population, the literacy levels and number of schools in each district, the state of the roads and available transport facilities. I spoke to chiefs - both literate and illiterate - district commissioners, school teachers, social-service leaders, government officials and anyone who appeared to be or who might become interested in the setting up of libraries. To give some idea of the wide range of books which was available, I took with me a travelling library with a selection of some 2,000 volumes, which were loaned out mainly to educational institutions. This was the first travelling library to be seen in English-speaking West Africa, and it was part of the British Council's effort to spread the use of the written word.

Today all of Ghana's main roads are metalled, and the smallest car can travel from Accra to Upper Volta, from the borders of Togoland to the borders of the Ivory Coast in comfort. But this was not so in 1945, and the state of the roads in other African territories today is much as it was in Ghana in my early days there. As soon as one left the capital, one was faced with corrugated, dusty, laterite roads, with indented wheel tracks running down the centre, and the rule of the road was to keep to the centre, except when meeting oncoming traffic. They were treacherous roads, dusty in the dry weather, muddy and slippery in the wet, but at least they were roads which could be negotiated by lorries and the larger car. Why
Land Rovers were not used in the Gold Coast I do not know. They are in common use in East Africa and are invaluable where the road systems leave much to be desired. Before setting out on the road, however, preparations had to be made. To be away from one's home for two or three weeks in a country devoid of hotels and with no petrol stations needed considerable planning. First of all, the time being immediately after the war, permits for petrol had to be obtained, and then arrangements made for drums of petrol to be available at various stopping places, so that one was not stranded miles from anywhere. Accommodation at Government resthouses had to be reserved, and food supplies collected. District commissioners must be advised that the mobile library would be in their districts, and their help asked for publicity. Libraries! Books! This was something quite new, so written explanations had to be made to all and sundry as to the why and the wherefore.

But soon all preparations are made and we take to the road. The first mobile library an adventure! A wide selection of books suitable for all tastes, not really knowing what anyone wants, and experiment. Books on the shelves fitted outside the vehicle, food, camp bed, a case of tonic water (in case water supplies are short), a cook-steward inside the vehicle. Then into the cab with the driver, Ghana's mobile-library service is born.

Miles of red, dusty roads; miles of dark green impenetrable forest; scattered villages with red swish huts and thatched roofs; waving, smiling people in gaily coloured clothes; sheep and chickens a hazard in every village. And then the district station with its government offices and officials, One's arrival to be reported, list of contacts to be collected, the resthouse to be found. The personal equipment is unloaded and the water and firewood supplies checked, then the cook is left to make up the bed and to prepare a meal. The pattern was much the same at all of the places visited, to begin with, although the reception varied according to the official's views on the need of libraries and books generally. The district commissioner would give advice on the people and organisations to be visited. If he were particularly interested, he would already have made appointments. A courtesy call was next paid on the local chief, and this was generally carried out with great ceremony. The chief would be surrounded by his elders, and in the first instance he would be spoken to through his linguist. The librarian would explain her reason for being in the town and what she hoped to do. This was translated by the linguist into the vernacular or by an interpreter to the linguist if the latter did not understand English and the chief would answer through the linguist. The
librarian then rose and greeted the chief and the elders by shaking each by the hand. The formal greetings having been completed by the chief's welcome, the visit would then become more informal and the chief, if he spoke English, would talk directly to the librarian. If the chief were literate, arrangements would be made for the mobile library to visit him, so that he could make a selection of books. On returning to the resthouse, a gift from the chief of rice, yams and eggs would often be waiting.

The local schools, government offices and community and social centres were all visited, with the object of explaining the purpose of the mobile library and enrolling members. Office hours meant nothing, and in the days before the Library Board took over from the British Council, it was not unusual to start at six o'clock in the morning and finish at ten o'clock at night. This was because a cinema unit was taken around as well as books, and a show was always given in the evenings. The films were mainly instructional or educational, showing such things as the making of pottery, life in an English university, the rotation of crops, athletics and so on. A gong would be sounded to let the people know that a show was to take place, and with the help of an interpreter, a simple explanation was given of the film to be shown. Films are now a part of everyday life, but in 1945 they were quite new in the rural areas, and it was an education to watch the people and their reactions, especially when slow motion was used to demonstrate anything. There was the time when the equipment had to be packed up hurriedly to prevent the loudspeaker box being opened to find the small man who was talking inside; the plague of ants that upset the audience seated on the ground; the sudden gust of wind, presaging a storm, which blew the screen away, all part of the day's work. An early start meant the coolest part of the day for travelling, and the hope of a short rest after lunch - always welcome in a hot tropical climate.

It was rarely that a trek was completed without some excitement - a ferry blocked by a cement lorry which could not negotiate the rise; a tree felled across the road, involving a two-hour wait; the cook forgotten and left behind in a village market; a swinging vehicle and books falling out on to the road; the ginger beer liberally laced with gin (unknown to the drinker), which put the librarian to sleep for the rest of the day; flooded, impassable roads. But when one arrived back in Accra at the end of two or three weeks, tired and dusty with red, dusty hair which needed six washings before attaining its original colour, one was filled with the sense of satisfaction of a job well done.
These were what I might call the preliminary days, the days before the Library Board was set up, and when there was no definite guarantee that the Government would be interested in the maintenance of libraries. But they were important days, and the first contacts made with the people of the country and the good public relations then set up, stood us in good stead when we were developing more widely.

THE LIBRARY ADVISORY COMMITTEE

The coming of the British Council to the Gold Coast was a major step towards the promotion of library services in the country. One of the first committees that was set up by the Council was the British Council Library Advisory Committee, its function being "to advise the (Council) library organisers on library policy to be pursued in the Gold Coast". Its first meeting was held in March 1944, but its real work started when it was reconstituted in 1945 and was officially recognised by the government as the Gold Coast Library Advisory Committee to the Government. The Committee discussed the functions and financing of libraries, control, staffing, etc., and eventually presented its suggestions to the Government. The suggestions were approved, and the last act of the Committee was the drafting of a bill to establish a Library Board. This it did in conjunction with the Crown Counsel.

THE GHANA LIBRARY BOARD

It was in 1950 that the Gold Coast Library Board was eventually set up, as the result of the recommendations made by the Library Advisory Committee. The question of responsibility for library services had been discussed very thoroughly, and the Committee finally came to the unanimous opinion that local authorities were insufficiently organised or financially independent to be able to run library services effectively. In addition, the cost in duplication of staffing would far outweigh any advantages that there might appear to be in local control. It was also decided that it would be better that the library service should be controlled by an independent statutory corporation rather than by a government department. The main reason for this, at the time, was that the first stirrings of self-government had appeared, and many government departments were suspect in the rising tide of nationalism. It was realised that it was essential that libraries should be devoid of any possible suggestion of officialdom. It has proved a wise decision.

THE LIBRARY BOARD ORDINANCE

The Library Board Ordinance is short, and its very simplicity
has proved its worth. After allowing for membership, staffing, etc., section six states simply that "it shall be the duty of the Board to establish, equip, manage and maintain libraries in the Gold Coast, and to take all such steps as may be necessary to carry out such duty". Membership allows for representation of all parts of the country, of all levels of education, as well as government and commercial personnel. During the fifteen years of its existence the Board has worked effectively.

THE FIRST FIVE YEARS

The first meeting of the newly constituted Board was held on January 17th, 1950. Its first duties were the appointment of staff, the drawing up of conditions of service, and salary scales, and a Working Committee was set up to consider staff requirements, salary scales, conditions of service, superannuation schemes, Board members' allowances, relations with the British Council and a review of the financial basis.

The British Council librarian was offered, and accepted, the post of Chief Librarian, later redesignated Director of Library Services, and two further expatriate officers, a deputy and a cataloguer, were appointed later. The policy of the Board was to train local staff, and there have never been more than these three posts filled by overseas personnel, until the Library School was set up, when more were recruited for training.

The services that were taken over by the Board included the Aglionby Library in Accra, and the Book Box Service for people up-country, which had previously been organised by the British Council. The Board's motto was to be "Books to the people", and this was considered of far more importance in the early days than the putting up of prestige buildings. It was partly for this reason that building projects were not undertaken seriously until 1953, when the first specially built library was opened in Kumasi, the capital of Ashanti. The exceptions were three small children's libraries, which were built in Accra as the result of a donation by the Commonwealth Education and Welfare Trust.

During the first year the library of the Department of Education was taken over, the stock re-organised and supplemented and a postal service to all teachers throughout the country started. A printed catalogue of books was prepared and circulated to all schools, and books which were sent out had prepaid labels supplied for return. A new mobile library was built, to replace the service which had been run jointly with the British Council's cinema unit, and it was soon touring the country several times a year. Books were
deposited with the Social and Cultural Institute in Tamale, and with the British Council in Kumasi, and for a time these two organisations ran branch libraries for the Board.

It would have been a fairly simple matter to open up so-called libraries throughout the country, placing books in information centres and with local councils, but the Board was determined that a proper library service should be run and that staff should be trained to make the best use of the books available. In Africa books were at a premium at this time and to place them in rooms where they would be kept locked up for fear of loss was not the intention of the Board. Inevitably, with the need for training personnel in what was a new profession, the establishment of static libraries would be a slow process. But that it has been a wise decision is shown by the standard of the present service. Books were to be available, but libraries only when suitably qualified staff were ready to take over.

The first branch libraries were opened in temporary premises. This was invaluable, as it gave some indication of the need for and use of a library before large sums were spent on buildings. Even so, when permanent buildings were eventually put up, there was always an immense increase in the use made of the library. The value of a local library was quickly realised throughout the country, and scarcely a week went by without a request being made for a new branch library. After the official opening of the Ho library, the librarian, who was touring the region afterwards, was stopped at Kpandu crossroads by the whole of the local council asking that a library should be opened in their town, saying "Ho has everything!" Once the obvious places had been provided with libraries, the policy of the Board was to help those who helped themselves, and many local authorities came forward with the offer of premises or furniture. But many requests had to be turned down during the first years owing to shortage of staff and book stock, and it was here that the value of the mobile library was realised, and further vehicles were quickly put into operation.

At the end of its first five years the Library Board could look back on a period of quiet achievement. It had opened seven full-time libraries in various parts of the country, three children's libraries had been built in Accra, a regional library had been built in Kumasi, Ashanti, a second regional library was in course of construction, and plans had been approved for a Central Library Headquarters in Accra. Postal services and book-box services had been provided for readers outside the areas covered by the full-time libraries, and mobile libraries had been put on the roads to supplement these services. A special service for teachers had been organised. A new profession
had been introduced into the country and in-service training was well in hand. Scholarships were being awarded to staff for attendance at British library schools. The growth and standard of the service said much for the interest of the members of the Board and the support of the Government.

Staff had been kept very busy trying to meet the demands that were made on their services. The book stock had increased to nearly 120,000 volumes. Service points were increasing all the time, so that, despite the stress that was being placed on training, staff was still inadequate. But libraries had become part of the life of the people, and the increasing demand, although hard to meet, was a satisfying indication that the work of the Board had not gone unnoticed.

FINANCE

When embarking on new projects such as library services, most developing territories are helped considerably by outside agencies. Ghana is probably one of the few, if not the only such country, which has had no help from these sources. There has been no aid from Unesco, the British Council or any of the well-known foundations. The grant from the Carnegie Corporation of some £5,000 was given to the Gold Coast Government well before the foundation of the Library Board, and this was wisely used for staff training. This completely internal self-help and interest is probably one of the reasons why the whole project has been a success. As a desire and need of the people of Ghana, the growth of the library service from within the country itself, instead of being something offered from outside, has given a firm foundation to what has become an integral part of the educational set-up of the country.

The major part of the income of the Library Board comes from the Central Government. It forms a subvention within the finances of the Ministry of Education. It is supplemented by small grants-in-aid from local authorities in the places where the larger libraries are established. It is hoped that eventually there will be a substantial increase in the local authority grants, as they become more self-supporting, but they are all themselves subsidized by the Central Government, so the present grants are purely token sums. The Prisons Department also gives a small grant for the service which the Library Board offers to the prisons throughout the country.

In 1950 the Government subvention was £15,570. By 1961 it had risen to £109,100 for recurrent expenditure, plus £62,000 for development projects. A healthy increase in just over ten years.
THE BOARD'S SERVICES

I have so far given a brief outline of the development of Ghana's public libraries. I should now like, if time permits, to describe in a little more detail the administration of the various services which the Board presently offers, some of the difficulties it has faced, and finally its plans for the future.

HEADQUARTERS

The headquarters library in Accra incorporates the Accra City Library, the Regional Library for the Eastern Region, and the Administrative Headquarters for the whole system of libraries throughout the country. With the shortage of qualified staff it is essential that the best use should be made of available personnel, so that centralisation of certain services is imperative. All book-buying, cataloguing and classification is done in Accra. The Regional and Branch librarians send in suggestions, either for specific books or for subjects and these are dealt with by the senior cataloguer.

Apart from one or two mission bookshops which specialised in primary-school material and religious books, there were no bookshops in Ghana when the Library Board started its work. This naturally created difficulties. It was impossible to see books before purchasing them, and when buying multiple copies, one cannot afford to make a mistake. Even today, apart from the University bookshop, there is little to see in the way of bookshops with good representative stocks, although orders that are placed with local agents are now dealt with reasonably quickly and efficiently. As time went on, however, and the work of the Board became known, publishers became most co-operative and proof copies of books, catalogues and book jackets poured in. Publishers' representatives who included West Africa in their circuit, mainly because of the demand for school textbooks, began to call, and one did not feel so isolated from the sources of supply. Delay is, of course, still inevitable, and books take anything from four weeks to four months to arrive from Europe, and even longer from the United States.

Orders for books are made out in duplicate, one copy being sent to the book agent and the other filed. Order cards, which serve as multiple-purpose cards and eventually become the stock cards, are typed and filed alphabetically by author. As I have already said, all cataloguing is done centrally. Branch libraries receive cards only of the books in their own stock, but complete union catalogues are maintained at each of the regional libraries. Once catalogued, the books are sent out in bulk to the regional libraries, which are responsible for processing and onward distribution to the branches in their regions. In addition to the normal processing, the books
are treated with an insecticide against the depredations of bookworm, cockroach and silverfish. The basis of the solution we use is methylated spirits, and when this was hard to get at the end of the war, illicit gin that had been impounded was used in its place.

Select booklists and lists of recent acquisitions are also prepared centrally. We also have a display artist who is based in Accra, but who prepares posters and other material for the libraries throughout the country, and when a new library is opened, he will travel to the place in question to do any necessary work.

To ensure conformity throughout the system, a staff manual was prepared in the early days, and copies were given to each member of the staff. More recently, a branch librarian's guide has been issued.

It is at the central headquarters that decisions are taken, within the policy of the Library Board, for the further promotion of library work, but it is not necessarily in Accra that new ideas are carried out. For instance, the country centres were first tried as an experiment in the Upper and Northern Regions, but the plans were worked out in Accra and senior officials went from headquarters to launch the new scheme. Headquarters is very much a live part of the libraries, and is not a separate entity interested in high-level administration only.

REGIONAL LIBRARIES

Ghana is divided into eight regions administratively, and each region will eventually have its regional library. At present there are five regional libraries, the libraries in some cases being responsible for two regions. The regional librarian is an important person, and only fully qualified staff are given these positions. The librarian is responsible for the development of library services within his region, and he is given a free hand in this respect. The establishment of country centres is left to him entirely, and the good regional librarian will tour his region regularly, noting the demand and need for books, encourage the local authorities to take an interest by providing accommodation and equipment, watch the growth and use of the centres for the possible eventual development into full-time branch libraries, encourage and help his branch librarians and so on. All staff postings within his region are his responsibility. He sends in regular reports to headquarters both of the work in the regional library, and in the region generally, and forwards copies of the branch-library reports with appropriate comments. The central library in each region provides good reference and lending facilities, as well as children's services, and fine buildings have been and are being put up at each of the centres. In addition to the normal
development of the library service through branch libraries, library centres and mobile libraries, provision is made by the regional librarian for the supply of books to the prisons in his region and any other institutions which he may consider require special services. He maintains close contact with all schools and generally makes the library a living part of the community.

Preliminary training of junior staff is also the responsibility of the regional librarians, and they have been very successful with the candidates they have put forward for professional examinations. Publicity in the form of lectures, press interviews, broadcasts, talks and school visits are all part of the routine work, and to keep people constantly aware of the libraries there are occasional publicity weeks.

BRANCH LIBRARIES

One can feel isolated at a small branch library if it is three or four miles away from the central library in our own countries. Ghana’s furthest branch is over two hundred miles from its regional headquarters, and four hundred miles from the central library in Accra. Although Ghana has gone well ahead with its staff training, and can boast of more chartered librarians than most developing territories, it is inevitable that with its increasing number of libraries only partially qualified staff are available for the smaller libraries, and some of them are in the hands of young men and women often with their first professional examination only. But most of them are doing excellent work, and how refreshing are many of the reports that come in, written with feeling, leaving nothing out. Many of these smaller libraries are run by one assistant only, with the help of a messenger/cleaner.

One can forget at times in the big cities how important everything is in a small town, and how almost anything is made into a big occasion. For this reason, the Library Board always makes the most of a branch-library opening, whether it is in a newly built library or only in temporary premises. The arrangements are made with the help of the local people; in fact they often take the matter completely in hand. The actual opening ceremony is performed by someone of importance, the paramount chief, the regional or district commissioner or even a government minister, if the library happens to be in his own district.

Each of the branch libraries has what is known as a basic book stock. This stock, consisting of some 800 titles, was carefully chosen with due consideration of the needs of the readers, as a result of a watch on the requests and the use of books in the larger libraries.
It avoids constant requests for loans between libraries. Where necessary, multiple copies of certain books are supplied. The rest of the book stock is supplied from the nearest regional library, and quarterly exchanges are carried out. The branch librarian is advised as to when he can expect an exchange, and he then puts in any requests he has, either for specific books or subjects, or for block exchange. Much thus devolves on the assistant, and his awareness of the needs of the community.

The regional librarian makes quarterly inspections of the branch libraries within his region, and members of the mobile-library services call in when they are in the district. Even so, it can be a lonely life professionally, and for this reason the policy of the Library Board is to transfer staff after two years in the smaller stations.

Each week the branch librarian sends in to the regional librarian a report in duplicate, giving the week's statistics, any requests he cannot satisfy and general comments. Necessary action is taken by the regional librarian, who then forwards one copy of the report, together with comments, to Central Headquarters. Thus contact is kept throughout the system, and a complete picture of the whole service is readily available.

The branch libraries have become a very good proving ground for staff. By some, it is considered a punishment to be sent to a branch library; others, in quite a different spirit, accept the challenge and try to make the library a living force in the community. Branches which have seemed almost dead have revived amazingly on change of staff. The character of the individual is given every chance to develop, and it is interesting to watch the different reactions. It also gives a very good indication of the future possibilities of the assistant, and his initiative when faced with unusual situations, such as when a roof blew off in a hurricane or when the library was surrounded by water during floods and could only be reached by canoe. Life is never dull and branch-library work in a developing territory can be much more lively, unexpected and interesting than in more developed areas.

THE RURAL AREAS

Ninety-two thousand square miles is a large area to cover. Ghana, with its small population, creates problems in that it is uneconomic to provide libraries in all small towns and villages where the literate population is limited. But no matter how small the literate population, they have a right to a library service and their needs must be carefully considered.

The first steps taken in Ghana to meet the demand from isolated
groups of literate people or of individuals was to provide a postal service to what were known as country members. The main disadvantage of this was the slowness of the post, and readers, unless they staggered the return of their books, were likely to be without reading material for a week or more at a time. The next move was the provision of book boxes. Stout wooden boxes, which would stand up to all kinds of travel and rough treatment, were designed to hold fifty books. These were roughly three feet square, and were designed with a shelf in the middle, so that when stood up on end, they could be used as small bookcases. Handles for easy handling were put on the sides, and tightly fitting lids were fitted and screwed down. The Book Box Service was open to anyone where a library was not established. Schools, colleges, community and social centres, mines, hospitals, individuals, all became members, and special staff soon had to be drafted to meet the ever-increasing demands. Readers are asked to give some idea of the books they like and the subjects in which they are interested, and these are recorded on a visible index for future use. They are also encouraged to visit the regional libraries to make their own choice, if possible. Lists of recent additions of books to the library are circulated each month to enable readers to keep up-to-date in their selections. When the box is sent out, a list, in duplicate, of the books it contains is posted to the recipient. The books are checked, and one signed copy of the list is returned to the library as a receipt.

The Book Box Service was, and still is, one of the most appreciated services of the Library Board, and despite the opening up of more libraries with the consequent withdrawal of the service to these areas, the number of members does not decrease. The main disadvantage of the scheme in the first instance was the lack of direct contact with the reader, but this was eventually remedied by the provision of the mobile libraries, which were tied up with the Book Box Scheme.

As used in Ghana, the mobile library is not a "branch library on wheels", in that it does not arrive at a given place at a given time every week. This could have been done, and is being done in other developing territories, but without an enormous fleet of vehicles it would severely limit the areas that could be served. The main object of the Library Board is overall distribution of books, and this has been achieved. Books are loaned out in multiples of fifty, to either individuals or organisations, and quarterly exchanges are effected. The whole country is zoned for the purpose of tracking and vehicles are based on all of the regional libraries.
I have already mentioned in passing, the library centres. These were set up to supply the needs of readers in the rural areas who did not wish for large numbers of books, and who lived in places where it would be uneconomic to provide full-time library staff. A selection of books is made available to the local council and an honorarium is paid to a teacher or local council officer who is responsible for the issue of books to the general public on appointed days at specified hours. The local council is responsible for providing suitable accommodation and lockable cupboards for the books. Library centres can be promoted to full-time branch libraries as and when the need arises.

WORK WITH CHILDREN

The provision of books for children in Ghana started almost as soon as for adults. In a recent report from the organiser of work with children, it is stated that 60% of the total registered membership of Ghana's libraries are school children. It must, of course, be remembered that there is still a large percentage of illiteracy in the country, so that the figure is not really surprising. Children's libraries - or departments in the smaller libraries - are provided wherever the Library Board offers a service. Close co-operation is maintained with schools, and the friendliest relations exist between staff and teachers. Visits of classes to the libraries during school hours are encouraged, and the libraries are happy to accommodate them, either for "library" lessons or just for general reading.

The work with children is considered so important that one of the earliest senior posts created was that of "Organiser of Work with Children". The holder of this post is responsible for all juvenile book ordering and general promotion of work with children throughout the country. The latter includes the training of staff in extension work, "story hours", public relations, publicity and so on. "Story hours" are held in most of the children's libraries, and they have proved very popular. The stories are told both in the vernacular and in English. The concentration of the children is such that, when at a recent "story hour" two children were moved from a stool they were sharing to enable a photographer to move it into the light to take a photograph, the children stood up and sat down again without taking their eyes off the storyteller. Essay competitions involving books and libraries are also run by the children's librarians, with the district education officers giving all possible help. In one case the local council was interested in the competitions, as a result of which three silver cups and a shield were provided as trophies, and the Library Board provided book prizes.
THE SCHOOL LIBRARY SERVICE

The effect that the children's libraries had on the reading and understanding of the children was outstanding. This became especially obvious in comparing the abilities of the children in the rural areas, where they had not had similar facilities. For this reason the Library Board started, with the approval of the Ministry of Education, a School Library Service in 1959. The service provides books to all middle schools in the country, with the exception of those that are within easy distance of a children's library. Special mobile libraries are provided, which visit all schools every term, leaving sufficient books for all children to be able to borrow for home reading. The scheme has been an unqualified success, and it is hoped eventually that primary schools will also be included in the scheme. At present over two thousand schools are being supplied.

THE PADMORE RESEARCH LIBRARY

The Library Board's functions are to "establish, equip, manage and maintain libraries". There is no restriction as to the type of library, although up to 1960 development had been in the field of public and school library work. It was in this year that George Padmore, who was the President's Adviser on African Affairs, as well as a close friend of his, died, and it was decided that a memorial in the form of a research library should be put up to him. The Padmore Research Library at present deals mainly with current African affairs, although on Ghana especially there is a great deal of historical material. It issues a monthly Bulletin of Recent Additions, which is distributed widely throughout the world to those libraries and organisations which are interested in African affairs. In addition a Bibliography Series dealing with subjects of interest has been started. It is expected that the Padmore Library will eventually become the African section of Ghana's National Library.

STAFF TRAINING

I have left little time to mention staff training. In the early days the expatriate staff spent a great deal of time on in-service training and preparing staff for the British Library Association examinations. Later scholarships were awarded to the best of the staff to attend library schools in England, but with the expansion of services and the growth of special and
university libraries it soon became evident that training must be speeded up, and the best way to do this was locally. The Ghana Library School was opened under the aegis of the Library Board in 1962. Up to date it has prepared students for the British Library Association examinations, but the time has now come for a local qualification and as from October this year the school will become part of the University of Ghana, preparing students for a degree in library science.

CONCLUSION

There is still much to be done in the library field in Ghana, and plans are in hand for further expansion, and for a bibliographical centre. What has been done has been a success mainly because of the support of the Central Government, in which Ghana has been particularly fortunate. It is essential when help is being offered by an outside body that such support should be forthcoming, as it is not the initial expense of setting up a project that is the problem, but the recurrent expenditure. Help is needed in all African territories, including Ghana, where much needs to be done in the secondary schools, and most African countries are now aware of the importance of library services. Books, staff, buildings are all required, and any help which the Scandinavian countries can give will, I am sure, be greatly appreciated.
Zambia is one of the African countries where the wind of change has been particularly strong in the last few years. In October 1964 it was declared an independent sovereign state. Under the name of Northern Rhodesia it had been a British protectorate and had for ten years, from 1954 to 1963, been part of the Federation of Rhodesia and Nyasaland. It is a fairly large country, over 290,000 square miles in extent, exceeding the area of Belgium, the Netherlands, France and Switzerland combined.

At the end of 1963 the population was estimated at 3,540,000, including 72,000 Europeans and about 11,200 Asians and Coloureds (people of mixed race). The African population has been classified into 73 different tribes, the most prominent of which are the Bemba, Ngoni, Luvale, Tonga and Ila. Some 30 different Bantu languages and dialects are spoken, but English is the official language and the medium of instruction from the fifth school year.

Communications are fairly good. A railway line crosses the country from north to south, metalled trunk roads join the principal towns, and a network of minor roads of varying quality serves most centres of administration. But in the rainy season, lasting for four months, most of the small roads are impassable.

The economy is sound, the main source of income being derived from the export of copper. A large proportion of the inhabitants of Zambia, however, are engaged in the cultivation of food crops for their own consumption, living, as they have done for generations, in small villages clustered alongside bush paths. But an increasing number of young people who are dissatisfied with the low standard of living in the provinces tend to flock into the mining and industrial areas, particularly in the so-called Copperbelt in the north. The social change is very profound and is bound to bring many problems.

The capital, Lusaka, is rapidly expanding, and in the Copperbelt Kitwe is the largest town with about 110,000 inhabitants, including 12,000 Europeans.

The Government has embarked upon an extensive programme of educational development at all levels. It is its aim to provide a full
primary course of eight years for all children. In 1963 six
years of primary education were compulsory for children in urban
areas, and in rural areas approximately 75% of the children
received at least four years' schooling.

The number of African pupils in secondary schools is now
well over 5000. Now that Zambia is independent, there is naturally
a great need for the rapid extension of existing facilities to
prepare people for new jobs and increased responsibilities, and
in its plans the Government is also placing the main emphasis on
secondary education.

By the end of next year Zambia will have established its own
University at Lusaka. It will be provided with a fine library,
towards which many generous donations have already been made.

Adult education - in the European sense of the term - is
also well under way. A College of Further Education was opened
in Lusaka in 1963, providing courses in a variety of subjects,
both cultural and vocational. Evening adult classes in various
educational establishments cater for all levels up to the G.C.E.
(General Certificate of Education). A great many students attend
these classes and a still greater number of people who for
various reasons left school before passing any examinations are
now trying to catch up by taking correspondence courses.
Education is considered very important - by many as the most
important thing - and therefore a large part of the country's
budget, and also that of the individual, is reserved for this
purpose.

The most urgent literacy problem is to assist those who
have left school after only a few years of education to maintain
their ability to read and write, and to make literate younger
people who have not had the opportunity of attending school at
all. In the report prepared by the Unesco Planning Mission for
Education in Northern Rhodesia in 1963, the lines for literacy
campaigns are drawn up, emphasizing the necessity of school and
community libraries for the consolidation of reading ability.

A detailed plan for the development of public libraries to
meet the rapidly growing requirements has been worked out by
the present Director of Library Services in Lusaka, Mr. Parr.
The aim is to establish an efficient system of libraries through-
out the country. But there are many difficulties to overcome.

In Zambia the public-library movement has been slow compared
with Southern Rhodesia, where libraries were set up in the earliest
days of European settlement. A report from 1928 shows that, apart
from a small library in the old capital of Livingstone, there were at that time only a few private and club libraries in the country. Today there is a modern public library at Lusaka, housed in an attractive building, fairly adequate lending facilities and reading rooms at Livingstone and Ndola and small insufficiently supported libraries at Kitwe and one or two of the other Copperbelt towns. In addition there is the new UN Memorial Library at Mindolo, 3 miles outside Kitwe; this is partly an institutional library. The public libraries were originally intended for Europeans only but are now, of course, open to all, and at least the reading-rooms are well used by the Africans. The high rate of subscriptions or deposits makes it very difficult for them to afford a membership fee for borrowing books, and in most cases they have to be content with the small book collections established by the welfare centres in the high-density areas and by the mining companies for their employees. Children’s libraries are practically non-existent in urban areas.

In 1948 the Joint Publications Bureau of Northern Rhodesia and Nyasaland took over from the previous African Literature Committee the task of providing cheap and attractive books for sale to Africans. This bureau, distributing books in English and the vernacular, has played an important part in encouraging African authorship. In 1957, in co-operation with the British Council, the Bureau, together with its counterpart in Southern Rhodesia, entered the field of rural libraries for Africans.

In a country of such a vast extent the beginning had to be made with book boxes, and the small charge made for receiving these provided funds for the local purchase of books. These boxes were sent to rural centres, schools, mission stations, and so on.

In 1960 the Ford Foundation offered a grant of £43,000 to the Government of Northern Rhodesia to finance for the first three years a comprehensive programme of library development based on the Publications Bureau scheme. It was agreed that the Government should erect the headquarters building of the Library Service and be responsible for the work after the grant expired, with the object of expanding the rural services and book-box libraries and of establishing a net work of branch libraries throughout the country.

The Northern Rhodesia Library Service, now the Zambia Library Service, which started in April 1962, is a department of the Ministry of Education. It has a council to advise the Minister on general policy, and it is hoped that this may later become a Library Board.
A fine and well-equipped library headquarters was built in Lusaka on a site adjacent to the College of Further Education, and three qualified English librarians were appointed to carry out the work.

The organization of the library work in Zambia differs considerably from that in Ghana and Nigeria. The Zambia Library Service is at present responsible for work in rural areas only. There are no lending facilities or reference department at headquarters, and municipal libraries do not come within the scope of the service.

The present organization includes:
1. The headquarters at Lusaka, where books are bought and processed centrally.
2. 160 rural centres throughout the country, which are deposits of 100-200 books. These are issued to readers by voluntary helpers, mostly teachers, missionaries or community clerks.
3. Mobile libraries to serve organizations in centres etc.
4. A postal service to individuals, mostly students.

The Library Service, which has thus been in operation for three years, has managed to push books into the most remote areas in the country. Naturally these small book collections are very welcome in many of the distant places, but in a number of cases they are far from being used to capacity. There are many difficulties in a library system with such very long lines of communication and based on the co-operation of voluntary staff, many of them with very little training; so sometimes the result is disappointing. I saw many instances of this myself, when I had the opportunity of accompanying one of the librarians from Lusaka on a checking-up expedition to the Southern Province. Book collections housed in mission schools seemed to be used fairly well by teachers and students alike, and some of the small libraries at community centres could well be compared with those maintained by the Swedish Workers Educational Associations in the olden days, but the travelling librarian from headquarters had to be prepared for some minor shocks on a tour like that. In one place, for instance, 200 books out of 250 had disappeared into thin air, together with the local librarian, and in another all activity had ceased, since the librarian, a community clerk, had been sent to jail for stealing money. One person in charge had never unpacked the books for fear of losing them, and another had left the collection in the hands of a friend who was almost illiterate. In one place 12 books had been issued during a period of six months, and
so on. These local librarians had received some training in how to run their collection, but few of them managed to keep a proper record of borrowers. It is obvious that the result is not in proportion to the work and cost of the present book-centre scheme and that there is a great need for proper regional libraries, from which trained staff could supervise the activities in rural areas more closely and give help and advice.

The Ministry of Education recognizes the importance of library development, and it has actually been proposed to establish regional libraries in each of the six provinces. The libraries would be sited in the centres of the main provincial towns, where they would be available to all townspeople free of charge. There would be a lending library for adults and children, a reference library and a large reading room. In the Government Transitional Development Plan covering 1965 to 1966, approval has been given for three of them to be built this year. Unfortunately, it has not been possible to do so because of the lack of qualified staff.

As in so many other developing countries, there is a general shortage of people with secondary education, and for those who have succeeded in passing their school-leaving examinations there are many positions open that offer considerably better pay than library staff can hope to attain, and so very few students have shown any interest in the profession. It is possible that more intensified recruitment efforts might bring some result, and it is probable that the expanded secondary education will produce more young people who would like to make librarianship their career, but at present only two young Zambians are taking the diploma course at the East African School of Librarianship attached to Makerere University in Uganda, and another two have started their library career at headquarters in Lusaka and will eventually go on to Makerere. The English staff are working as Chief Librarian, cataloguer and organizer of the mobile library service respectively, and unless they can get some assistance from outside the country, it is obvious that there will not be any proper library development in the next couple of years.

But planning is going on. There are certain provincial towns or townships large enough to warrant branch libraries. Thirteen of these are to be established during the next five-year period and will require 15 staff members with at least a period of in-service training and a short full-time course.

Plans are also being made for the establishment of libraries in all schools to be stocked, supplied and maintained by a School
Library Service. A minimum standard of three books per primary school pupil and five per secondary school pupil is proposed. Selection, buying and processing of books would be centralized, as this is much more economic and would ensure an adequate standard in each school. At the moment only a few of the primary schools have any books at all, apart from those provided for use in class; some of the secondary schools have small collections, but all are in need of development grants, adequate accommodation and advice on suitable library routine. The eventual aim is to have a qualified librarian in charge of the school libraries in each province and to have these libraries based upon the regional library. The estimated cost is approximately £ 400,000, distributed over a period of five years. The scheme has been approved, but, again, lack of staff is the main stumbling block.

As I have already mentioned, the municipal areas are not at present part of the scheme, and this is obviously a weakness. The municipal libraries vary considerably in standard, and only one is managed by a qualified librarian. Mr. Parr reports from a recent tour of the Copperbelt that, with the exception of Ndola, none of the towns had positive plans to improve the service, and continues: "The need for adequate libraries in towns cannot be too heavily stressed. Most of the young people who are studying, either privately or through formal education schemes, are in desperate need of books to supplement their studies. The expansion of industry and commerce should be supported by the provision of information services equipped with up-to-date collections of reports, patents, gazetteers, journals and trade directories, as well as standard text books. Such services are beyond the scope of any one small public library but collectively and in conjunction with a national service they are possible".

It has therefore been proposed that the Zambia Library Service should provide a complete service to each municipality, that is to say, provide an adequate supply of centrally catalogued books and contribute 50% of the cost of staff, maintenance and running expenses, while the responsibility of the local authority would be to provide a suitable building and to contribute the remaining 50% of the cost.

Training would certainly present several problems. The two-year course for chartered librarians would be required for librarians of municipal libraries and other senior posts. Courses are available at the East African School of Librarianship at Makerere University, but places are limited. It is suggested
that a person should be appointed to be in charge of in-service training at headquarters, running courses for centre-librarians, teacher-librarians and library assistants for municipal and branch libraries. There are as yet no plans for establishing a library school for Central Africa. The demand over the next ten years is estimated at 50 librarians, provided that the municipalities agree to having proper public-library services established in the larger towns.

The whole scheme of building up a system of functional public libraries in the important urban areas has, however, met with very little response from the municipalities so far. Considerable capital expenditure will naturally be required to build a good town library, and since independence most municipalities have already started a number of other schemes, such as new housing in high-density areas, providing electricity and water in African houses, building new schools and hospitals, etc. and are afraid of growing expenditure. But, as Mr. Parr points out, it seems a mistake to delay library provision until all such services have been supplied. For one thing, the cost of a library service is only a fraction of the cost of many others. It is to be hoped that the Zambian government, which is so much aware of the importance of formal education, will not leave the question of providing libraries in urban areas or taking part in a nationwide library scheme entirely to town councillors, who in many cases are very indifferent to the whole question.

It will probably be a long time before Zambia has anything comparable with Ghana in the way of libraries. But a start has been made and planning is proceeding, at least at headquarters.

The Hammarskjöld Memorial Library near Kitwe, which it was my task to establish and run for 18 months, was commenced early in 1962 and inaugurated in May the following year. It was a gift to the Mbindolo Ecumenical Foundation from the Church of Sweden in commemoration of Dag Hammarskjöld and as a symbol of the bond of friendship that links this country with the people and churches of Africa. An appeal for money had been made by the two Church organizations, Svenska Kyrkhjälpen and Luther-hjälpen, and the response was very gratifying. Approximately £30,000 were raised.

The attractive and functional building designed by a Kitwe architect now contains some 11,000 books and pamphlets, and about 180 periodicals are available in the reading room on the bottom floor. When fully established, it will hold 30,000 volumes.

The main aim of the library is to support the work being
done at Mindolo, but it is also giving increasing help in the great demand for education in the Copperbelt, making available a wide range of reference books and textbooks to those who want to improve their competence, as wider opportunities open out to them in the rapidly developing country of Zambia.

The courses at Mindolo, which is a lay training centre supported mainly by church organizations but also by the mining companies, cover a wide range of subjects: religion, education, community development, local government, youth leadership, welfare work, secretarial training, business management, economics, journalism, mass communication, agriculture. We therefore endeavoured to build up a substantial collection of books on all these subjects with emphasis on theology, sociology, economics, Africana and literature. The books range from simple textbooks to works on a purely academic level, as it is reckoned that students will also seek to be accredited at Mindolo for research purposes.

There is at present no public library in the proper sense at Kitwe, only a small subscription library, whose annual fees are prohibitive to most Africans. Students are therefore beginning to show a keen interest in the Hammarskjöld Memorial Library, and over a thousand have applied for admission cards. Many of them are in the upper forms of secondary schools or students of the adjacent teacher-training college and the theological college, and a great number are studying on their own, taking correspondence courses.

At first the Library was to be used mainly as a reference library, only staff and students at Mindolo and the neighbouring colleges being allowed borrowers' cards. But we soon noticed the increased wish for home-reading facilities and thought it would be a good thing to turn it into a more general library and adjust the book stock accordingly. It was agreed that any outside student who could get his headmaster or employer to declare him a suitable person to borrow books would be allowed to do so. Young people belonging to the floating population in the townships would still have to use the reading room as their place of study, and most of them were not too opposed to this arrangement. The ordinary African home in a high-density area is seldom a place where a student can sit down and read in peace. It is usually very small and crowded and very noisy. Darkness falls at 6.30 all the year round in these latitudes, and the electric light is mostly very bad, if there is any at all.
Reading patterns

We did not have either time or material enough for a proper survey of reading trends, but the general tendency is the same as in most African libraries. The percentage of non-fiction is very high (approximately 35), and there is always a great demand for textbooks. Of course, this is due to the great prominence given to education in the country. The majority of the library members are young people, below 24 years of age, and a great number of them are still attending school or teacher-training college or struggling hopefully on their own with a correspondence course in order to get a Junior Certificate or a General Certificate of Education. Apart from new school books, the biggest demand is for books on economics, politics, administration, accounting and the English language.

Books are quite naturally regarded as tools, and to most Africans reading and studying are only means to employment. A diploma of some kind serves as an entrance ticket to new fields of occupation and so, as somebody has expressed it, the African is tempted to practise the cult of the certificate. Zambians, like so many Africans of today, are preoccupied with the economic and social development of their country, and great emphasis has to be placed on acquiring knowledge and new skills.

In the Kambarakjöld Memorial Library we did what we could to encourage additional reading to broaden the minds of our industrious students. In the last bay of the combined reading room and book room we had arranged a popular corner with a collection of novels, especially novels by African authors, and some easy books on, for instance, history, travel, space flight and domestic science. This little corner was well used and especially the girls were attracted by it. Fiction actually came third in the statistics, after economics and history, but perhaps the main reason for this was that the students of journalism at Indolce had such long lists of required reading.

That the average student is slow in discovering the joy of reading is not surprising. One barrier to a ready appreciation of books for all but the highly educated is that, although English is the official language, it is a second language to most people and not normally spoken at home, and so it requires some effort to master a whole book. But, as Mr. Stanley Korrocks points out in his recent article about libraries and popular education in Africa, the will to read is directly dependent on the opportunity for obtaining material to read, and in many parts of Africa this opportunity is missing. This certainly is still the case in most
communities in Zambia.

References

LIBRARIES AND LIBRARY TRAINING IN EAST AFRICA

Knud Larsen

Thinking of Africa, that vast continent, we must remember that it is only during the last few years that the Africans have begun to consider themselves as belonging together. In practice they are still divided into the countries north of the Sahara, the countries south of the Sahara, and South Africa. Even the countries south of the Sahara are sharply divided into the eastern and the western regions. From a historical point of view this is understandable, as it was very difficult to penetrate the forests which separate the two regions. But even now, in the age of air travel, there is no direct airline from east to west, owing to the fact that East and West Africa have no trade relations. Each of them has its customers and suppliers in Europe and other parts of the world, and we know that culture follows the trade routes. For this reason it is not unusual for people going from East Africa to West Africa to take the plane to London and then fly back to West Africa.

This is the reason, or at least one of the reasons, why people in East Africa feel that they have to take care of themselves and solve their own problems.

What is usually called East Africa consists of the three countries Kenya, Tanzania (comprising Tanganyika and Zanzibar), and Uganda. These three countries are operating in the scheme I am going to tell you about, but I may add that also Zambia (formerly Northern Rhodesia) and Malawi (formerly Nyasaland) send their students to the East African School of Librarianship for training, and even Ethiopia is interested in the activities of the School.

When I came to East Africa, I had to travel in all the three countries to get some idea of the library conditions, and it was a very interesting trip. To speak first about the academic libraries, I must mention the University of East Africa. It is a university in the British style, consisting of a number of colleges, each with a high degree of independence. The oldest and most developed of
these colleges is the Makerere University College in Kampala, Uganda. It is about 25 years old and has many of the traditional faculties. The two other colleges are those in Nairobi, Kenya, and Dar es Salaam, Tanzania. They are still young, but developing fast. The idea behind the University is that, because of the small number of students and the limited resources, some of the faculties should not be repeated in all of them, but that students from all three countries should go to one college to study a particular subject. For example medicine should be studied in Kampala, where they have a first-class hospital with up-to-date equipment, technology should be studied in Nairobi, and law in Dar es Salaam.

These three colleges have developed libraries to serve their faculties. The best of them is the Makerere University College Library, with 120,000 volumes, accommodated in a modern, well-equipped building, recently extended and with good possibilities of further extension. The library building in Nairobi is imposing and will be able to house the increasing stock for several years. The college in Dar es Salaam is the youngest and is still partly housed in provisional premises, but the Government has granted it a vast area of land, and when I was there, the foundations of a good functional library building were being laid.

The librarians of these libraries are English, and most of the senior staff are also English. They use Library of Congress cards, and in Dar es Salaam they also use the L.C. classification, while the two others use Dewey. The library methods are English, and the bulk of the stock is in English. Owing to these old and well-tried methods, the libraries function just like university libraries in Great Britain.

One thing should be added about the stock of these libraries. They all of them have collections of literature on Africa and whatever literature may exist in the vernacular languages. It is very important that they should have started early to bring this literature into the libraries. In America many universities have established departments of African studies, and they send people to Africa, trying to get hold of as much of the old literature as possible. But the resources are exhausted in Africa, and even with second-hand booksellers in Europe this literature is scarce.

There are a lot of special libraries connected with ministries, institutes, establishments of higher and lower education, etc. Only a few of them have trained staffs, and when they have, the staff are Europeans. The result is that many of these libraries are
so poorly served that they do not provide the assistance to the institutions which they could with qualified staffs.

If we look at the background of the public libraries, there are a few things we must take into consideration. First, a high percentage of the population is illiterate; secondly, there are hundreds of vernacular languages and in most of them no literature exists; thirdly, the only African language which may be considered as a second language is Swahili. This language is only a first language in parts of the coastal area. What is called up-country Swahili is a simplified Swahili which is more or less understood all over East Africa, but which is not a key to literature in Swahili. English may be considered a second or third language, and the children who go to school will after some few years be taught English and may later be taught in English, but it is still only a small part of the population who are able to read the literature which a public library can offer then.

Until a few years ago the possibilities of borrowing general literature were very limited. The academic libraries are only open to the staff and the students and contain practically no modern fiction. There are some few privately financed libraries. The best of these was probably the George VI Memorial Library in Tanga, which was open to everybody. It has now been taken over by the Tanganyika Library Service and is called the Tanga Library. Another is the Macmillan Memorial Library in Nairobi, which was originally meant for the Europeans, but which is now open to everybody. There are also some Indian libraries, more or less reserved for the Indian population. Important progress was made by the British-financed East African Literature Bureau. As the name indicates, the principal task of this institution was to publish literature in the vernacular languages, but it also established some library service, among other things, by sending out book boxes all over the countries. It was an interesting initiative, but for financial reasons it could not keep up with the demand. The British Council has established libraries in many places, open to all, but strictly limited to books published in Britain. The United States Information Service also has a chain of libraries providing American books.

This was roughly the position when Mr. S.M. Hockey was sent out by the British Council to the East African governments to act as consultant and library organizer. In 1960 his investigations resulted in a report to the governments, proposing a complete library system for each of the countries. The scheme was based on
the model of the British county library system, but was adapted
to the quite different conditions of East Africa. In all three
countries the starting point was the library sections of the
East African Literature Bureau, which have now been taken over
by the governments. A library service cannot be set up overnight,
both for financial reasons and for want of staff. Mr. Nabeta will
tell us this afternoon about the problems they have had to tackle
in Uganda. In Tanganyika the development has been explosive in the
last few years. In Dar es Salaam they are building a central library
and organizing branches all over the country. In Kenya developments
have lagged behind the two other countries, but now the Government
has earmarked a sum for the project, and it is hoped that the
Macmillan Memorial Library may be used as a centre for Kenya.

How are these libraries now going to be used? There are three
racial groups, the Africans, the Asians, and the Europeans (comprising all sorts of white people). The Africans make up about 98% of the total population of about 25 million. In 1962 two million were enrolled in the primary schools, and 70,000 in secondary schools. Three thousand were studying at the university colleges and other high schools, and thousands were studying abroad. The illiteracy rate is still high in the adult age-groups, but decreasing sharply amongst the younger generation. So even these figures, which are being surpassed now, show what an enormous potential need for books there is in East Africa. To advise them to buy books themselves, a thing which we should perhaps do more often in our own welfare states, will not do in Africa. They cannot afford it.

The proportion of Asians amounts to 1.5%, and of Europeans
to 0.33%. The Europeans are a diminishing group. They still
play a bigger part in administration and cultural life than their number indicates, but the demand for Africanization is reducing their number quickly. The members of this small group can afford to buy their own books. Of course, they can use the public libraries if they want to, but there is no library problem for them.

The other group, the Asians, comprising mostly Indians, Paki-
stanis, and Goans, have their special problems. Most of them were
born in East Africa, and their families have lived there for gene-
ations. But they still consider themselves as Asians. They main-
tain their original citizenship, they speak their own languages
among themselves, most of their women wear oriental dresses, and
they seldom marry Africans. Their cultural level is higher than
that of the Africans and, together with the Europeans, they control most of the trade. Now the governments are requiring that they shall take out local citizenship if they want to stay. That has caused a wave of emigration to Asia, as the Asians fear that the demand for Africanization will cause their position to deteriorate.

There are seven or eight Asian public libraries, most of them open to all, but with stress on Asian literature. It is characteristic that, wherever a public library service is established, more Asians than Africans turn up.

Against this background it is evident that there must be a large demand for library staff. Most of the heads of the more important libraries are still Europeans, but for the lower grades Africans and Asians are recruited locally and, as the libraries are usually understaffed, it was very difficult to give these young assistants a proper in-service training. A few of the better qualified are sent to British or American library schools, but that is very expensive and will only do for those expected to qualify for the senior posts. Therefore the governments asked Unesco to send somebody who could set up elementary courses or workshops, where the assistants could be taught elementary library functions like filing, the use of catalogues, issuing methods, etc. As a great deal of red tape was involved in these negotiations, they lasted for years. But, in the meantime, some of the leading librarians had found out that the right thing to do would be to establish a permanent library school, giving complete training for all grades of library workers. With a grant from the Rockefeller Foundation an international conference on library training was convened in Nairobi from the 3rd to the 5th of April, 1963 under the auspices of the University of East Africa. It was attended by 25 delegates from East and West Africa, Great Britain and the United States, representing the East African governments, the East African libraries, library associations and library schools in and outside East Africa, and other authorities. Then, three days before the conference started, I arrived, at the bidding of Unesco, knowing nothing about the background of the conference. But I had to attend the conference, and I was really very lucky to get this opportunity of meeting all the key persons in the field in which I was to work, and to hear their opinions on what a library school should be. The conference recommended that such a school should be established, preferably under the auspices of the University of East Africa, and pointed out the possibilities as regarded its
organization and standards. A working party was appointed, with
the library organizer, Mr. Hockey, as chairman and the representa-
tives of the libraries and myself as members, to discuss and
implement the proposals of the conference.

After a series of meetings the working party sent a report to
the governments and the University in October 1963, recommending
that the school should be set up at a college designated by the
University and proposing the following courses:

(i) **The Certificate Course.** The course shall be of six
months' duration, limited to those practical and
technical fields of activity with which library
assistants normally deal, and to a general survey
of the organization of libraries. It will be essenti-
ally a 'workshop' course, intended for the new entrant
and also for existing staff who have worked for several
years in libraries but who lack the educational
qualifications to proceed to more advanced professional
training. These people can be useful members of the
staff, and it is hoped to create a library-assistant
grade which will give them reasonable, if limited,
prospects.

Qualifications for entering the Certificate Course
will normally be the Cambridge School Certificate
or equivalent educational qualifications, a good
knowledge of English, and at least one year's work
in a recognized library. Candidates without the
School Certificate who have worked for more than five
years in a recognized library will be considered on
the recommendation of the librarian. They will be
required to take a preliminary test.

(ii) **The Diploma Course.** This will be a two-year course,
which will qualify for professional posts.

The first year will be confined mainly to subjects
relating to the cultural and educational background
of librarianship. It is hoped that during the first
year the work of the students will, to some extent,
be linked with the normal university curriculum for the
the first-year students.

The second year will cover all aspects of library
work and bibliography.
Qualifications for entry to the Diploma Course will normally be either the Higher School Certificate, with at least one year's work in a recognized library, or a university degree. Exceptional students who have passed the Certificate course, and who have worked for more than five years in a recognized library will be considered for admission to the Diploma course on the recommendation of the librarian.

Graduates will be exempted from the first year of the Diploma Course, as it is considered that the curriculum of the first year of the course will have been covered to a large extent in the first year of their university curriculum.

This proposal was accepted by the University, and the school was delegated to the Makerere University College. The College accepted responsibility for the School and appointed a Council for Library Training in East Africa, with representatives of the College and the academic and public-library services in the three countries, and with the Director of the School as secretary. This Council was to be responsible for the organization of the School, for the subjects to be taught and their content, for the number of courses, the number of students, the financing of the School, and the control of examinations.

In the late autumn work was so far advanced that we were able to advertise the first Certificate Course, limited to 15 students, to start in January 1964.

I have mentioned all these preparations to show how long the way is from the decision to start a training course to the holding of the first lecture. In this case it took nine months. Piloting a scheme through the authorities is just as time-consuming in East Africa as in our own countries.

Though these preparations took up most of my time, I started some informal and preparatory courses for newly appointed staff in Kampala and district. I held three courses, each of 36 hours, attended in all by about 30 students. They were taught the fundamentals of cataloguing, classification and reference work. It was an interesting experience for myself, as here for the first time I met young Africans of the same type as I could expect to get for the Certificate Course. The most striking experience was the interest they showed and the many questions they asked. After the courses some of them regularly came and
asked: Could we not go on with this course? And with a great reluctance I had to say no, it was not possible.

Then in January, 1964, fifteen students from the three countries turned up, all boys. No girl applied, either then or later. The students are accommodated in halls standing in the College grounds and they also get their food there. It is rather expensive. They have to pay £241 for six months (including tuition), and they are expected to need a further £56 for other expenses. But nobody pays out of his own pocket. The libraries from which they come obtain grants, usually government grants, for them. The Certificate students are not considered as ordinary undergraduates, as they have not passed a university-entrance examination, which is a higher school certificate, as in other countries. The Cambridge School Certificate or General Certificate of Education which is required is about two years below the Higher School Certificate level. Therefore the Certificate Course is only run in conjunction with the College, and does not form a part of its syllabus. On the other hand, the Diploma Course, of which I shall speak later, is an actual part of the curriculum of the University of East Africa.

By the time the first Certificate Course started, the School got an English lecturer, and she and I carried through the Course.

The syllabus is roughly the same as everywhere else, but is limited to library technique. The students get a general introduction on books and libraries, a brief survey of the aims of classification and cataloguing and practical training in the Dewey and the English-American cataloguing rules. They also have descriptive bibliography and reference books with an introduction on aims and methods and then a description with about 125 typical examples of the two categories, and exercises in their use.

The third group of subjects comprises library administration and technical processes. The students had only two lectures a day, but practical exercises in the College library and the reading of texts were compulsory.

When such training starts, the first few batches will always be better than later on, and apart from some few, whose background was too poor and who did not pass the examination, the rest compared very favourably with our experience from European schools.

The first course was from the beginning of January to the end of June 1964, and the second course from the beginning of July to Christmas. A third course was from January 1965 to the end of June, and a fourth course from October 1965 to March 1966 has just been advertised.
Whenever we had an opportunity, we arranged series of lectures or single lectures by visiting librarians, for example on American library organization, on school libraries, on the library and the public. We did this to give the students a change. I think they appreciated seeing a new face from time to time.

While these courses were running, we prepared the next stage of the training, the Diploma Course. This course is intended to qualify students for the senior posts in the East African libraries. The entrance qualifications should be the Higher School Certificate or Cambridge School Certificate and a Certificate from the Library School with a good result. The course should be of two years' duration and should not only give the students a thorough knowledge of library technique, but also a cultural background which will bring them up to university level. The general subjects should be taught during the first year and comprise: psychology and sociology, the history of the main Western conceptions of life and nature from Ancient Greece to the present time, including the history of literature, art and the theatre, the impact of science on society, contemporary world literature and education in the Western world and Africa. The first year should also give training in reading professional literature in English, and as further library subjects, the history of books and libraries and the binding and treatment of non-book materials under tropical conditions should be taught. The second year should contain training in library administration, technical processes, descriptive bibliography, services to readers and the writing of an individual paper—a detailed bibliographical work or a descriptive account of a theme in the curriculum of the School.

The establishment of this course was delayed, for different reasons. First, the staff of two persons was not sufficient to have two courses running at the same time, and secondly, the recruitment of students was expected to come mostly from those who had already acquired the Certificate.

The first problem was solved by an application to the Danish Government. They promised to pay a lecturer for two years on a bilateral agreement. This arrangement has now materialized, and a young Dane has been appointed from October this year. The expectation that the students would mainly be the Certificate holders was realized. The first Diploma Course started at the beginning of July, 1965. Eight applicants were considered qualified, and of these six were Certificate holders. Next year some further students, holding university degrees, will probably be added to
the number.

This is the present state of the East African School of Librarianship, and so far everything seems to be all right. The regular influx of students is satisfactory, the students are good enough, and the results of the training seem to be adequate. The school seems to have every chance of becoming the permanent institution which East Africa needs so badly.

Only one condition is lacking: a solid financial foundation. We are here facing one of the fundamental problems of the developing countries. It is fairly easy to get contributions for establishing all sorts of useful institutions. It is possible to get brand-new mobile libraries and also an initial stock of books, but the current expenses for petrol, for drivers, for maintenance and for current influx of books must be borne by the governments. This is an understandable attitude on the part of the contributory countries. But these young nations are poor, and the populations are poor. The taxes which may be levied are small; it will take many years before such countries are able to support themselves, and in the meantime they must be helped by subventions.

This also applies to the Library School. Nobody has taken over the responsibility of maintaining the School, neither the governments nor the Universities. I will give you a brief survey of the financial conditions.

The governments pay for the maintenance of the students. The College provides offices, and lecture rooms are shared with one of the faculties. The College also provides housing for the staff at less than the economic rate. The College Library offers facilities for practical exercises and the same conditions of use as for the undergraduates of the College.

Unesco provided a Director up to the end of 1964, and again as my successor until the end of 1966. Most of the financial contribution for the first period was paid by the Danish Government.

The lecturer is paid by the Rockefeller Foundation for two years, the period expiring at the end of 1965. This contribution will not be renewed.

A second lecturer has been appointed by the Danish government, and the designated lecturer will arrive on the first of October.

These are the vital contributions. Moreover, the School has received some once-for-all gifts of textbooks and some funds for educational material and office equipment.

It is evident that the School is living from hand to mouth.
It may be asked whether it is justified to build up a School on such a slender foundation. But in the first place it must be admitted that the roughly one hundred assistants and librarians who are covered by the present scheme are an asset to African librarianship, and secondly that without some daring nothing would have existed today.

What I have mentioned is, of course, not enough. Many other courses and much more equipment are needed, before the School can be considered to be fully built up. But I shall not go into details. Let us only consider the present serious position of the School. From the first of January 1966 the School will have a Diploma Course and a Certificate Course running, and they will have only two tutors. That is not enough. Denmark has made a considerable contribution to the School, so we cannot ask it to do more. But I take this conference as evidence of Sweden's intention to extend its assistance to African libraries. Therefore I suggest a quick rescue operation, to bring the School out of this deadlock. The English lecturer, who must leave at the end of this year, can easily get another post, but she is of such a high value to the school that it would suffer greatly if she were to leave.

The reason why we are here is that we are deeply interested in the future of Africa, and I hope you all agree with me that this scheme has a high priority in the help we are able to offer to Africa.
LIBRARY PROBLEMS IN UGANDA

Tom Mabeta

I would like first to thank the Scandinavian organisations very much for inviting us to come and take part, for their hospitality here, and for the great concern which you are showing in the problems of library work in Africa and for your willingness to come and help us build up the library services in our country.

Uganda is a country of about 97,000 square miles lying astride the Equator and bounded by Kenya on the east, by Congo on the west, by the Sudan on the north and by Tanzania on the south. The average altitude is 3,600 ft. above sea level, which gives the country a fine and equable climate. It has a population of about 9.7 million people, the majority of whom are peasant agriculturists spread all over the country. Nevertheless a great deal of industry is now springing up and industrialisation and urbanisation are proceeding rapidly. It is for this population that the Uganda Library Board has to provide a library service.

The headquarters of the Library Service are in Kampala, where all the technical processes on all books for our Library Service are carried out. The Service is centralised and this has the advantage of speeding up and simplifying the administration.

We have three types of libraries in Uganda. The first is the "Academic Libraries". These are libraries which are run by educational institutions for special study purposes, such as the Makerere College Library and Technical College Library at Kyambogo. The Makerere College Library is the biggest and most developed library in Uganda and the whole of East Africa. The East African Library School has therefore been accommodated here.
Secondly, we have "Special Libraries", such as Government departmental libraries, libraries for research establishments and private firms. These two categories are not the responsibility of the Uganda Library Board.

The Board is responsible for the third category, which is made up of public libraries. There are a number of small libraries scattered all over the country, some of them giving very good service to the people. The best of our libraries is in Kampala. It has probably the longest history and was originally run as a city council library, but it has now come into line with all the other public libraries in the country. Many of the other libraries are small. The books are housed in good buildings (often in rooms which are part of a big building, usually a community centre). They have a "librarian", sometimes not a trained person, but someone who knows something about books. He runs the place and opens it for reading, lending and borrowing at regular times.

The Uganda National Library Service is the child of the East African Literature Bureau, established in 1948 by the three countries constituting East Africa. The Bureau was concerned with literature, particularly vernacular literature. It published books in the vernacular and in simple English, distributed them widely and encouraged people to read them. This necessitated the existence of public libraries and so the Bureau established a library service throughout East Africa with central administrative centres in each country, under East African Libraries, which was a department of the Bureau.

East African Libraries has now been dissolved and each country is now entirely responsible for its own library service. This has enabled each country to concentrate its efforts in such a way as to meet the peculiar needs of its own people, thus evolving a more effective service. It was not until towards the end of last year (1964) that the Library Board was formed, after a Bill authorizing the creation of such a body had been passed in Parliament. The Board has therefore not been in office for a year yet. Nevertheless in this short time we have managed to establish ourselves and give direction to the development of the service.
The first job was the appointment of staff, drawing up conditions of service, and laying down a policy. The next step was devising the means of consolidating the service we have taken over and expanding it, so that the whole population benefits from the service.

Many teachers and school children use the libraries, not so much for the enjoyment of reading as for self-improvement, particularly in order to gain a higher qualification. Nevertheless, we intend to mount a programme of publicity for the Library Service, so that many more people become aware of the facilities which the service offers them.

Before the East African Literature Bureau, there were practically no proper public libraries in Uganda. Indians had built "public libraries" in some towns for their communities, but they were just for the Indian community alone. However, I know a public library which existed in the late thirties at Bugembe, near Jinja. A small building - just four walls and roof - was donated and a cupboard full of books was placed in the building. It was the beginning of a public library. People went and borrowed the books, but they soon never to have returned them. Several years later I visited the library and I saw an empty room with just a small box in the corner, with three or four dusty books in it. When I asked who was responsible for the library, I was shown an uneducated man who was cleaning the place. What could one expect of a library where a cleaner was supposed to do the work of a librarian?

I have told this story to pin-point one of our great problems - lack of trained staff. Just as you cannot have a good school unless you have trained teachers, so you cannot have a good library without trained librarians. In an age of specialisation, each speciality requires trained personnel. If this library had had a librarian when it was first donated, for instance, it would have developed into a good library.
The headquarters of the Library Service are in Kampala and all ordering and processing of books is done at headquarters. We need, however, an adequate building for the headquarters, because the present borrowed building does not meet all our increasing needs. This is our second problem, the lack of a National Library building for the deposit of national literature and from where the Library Service can be conveniently operated. However, from Kampala we run a book-box service, a postal service and a mobile-library service. We also have a number of branch libraries in some of the towns of the country, and many community centres have a library attached to them, which we run for the communities, as I have already mentioned. The libraries are well used by all the racial groups, Africans, Europeans and Indians. Africans and Indians tend to borrow books which will supply them with information about their jobs or the courses of study they are undertaking. Europeans borrow books to read for pleasure. As we streamline our library system, we find that people use the libraries more frequently. This is probably natural. The more efficient a service is, the more popular it will be, because it is serving people properly. This again reminds us of the need for trained staff.

The postal service is for those people who are far away from the headquarters and branch libraries. The postal service is also being used well, but membership is going down. It is not going down because less people want to read, but because more libraries have been established, and thus more people have access to books. Furthermore, the mobile library is reaching far more people.

The mobile libraries are a new service in the country, but they are proving effective and popular. They are very expensive to run, but if the centres of operation are well spread out, it is possible to work out a comprehensive network for the country, so that the people who want books can get them. We hope to procure more vans next year for the mobile library service.
In his last report, the Director told us that the bookstock was about 90,000 volumes, and that over 12,000 had been bought this year. The amount spent on them was about £9,000. The stock we have is in good circulation. With regard to staff, he reported that we had 29 members, including the Director and three assistant librarians. They have professional qualifications. There are four senior library assistants, who have done a short introductory course leading to a certificate in librarianship at the School of Librarianship at Makerere, and two accountants. The rest have no training of any kind. We hope to select people to send to Makerere for training after they have been working in our Service for a period and proved promising. The need for trained staff cannot be over emphasised. We are trying hard to recruit people whom we can train, but suitable candidates are hard to come by. Yet if the Service is to survive and grow, it must have permanent staff with the right qualifications.

We are glad that the Library School was established at Makerere, but you heard from Mr. Larsen how much it needs staff. It has not got money for the required number of lecturers, and without lecturers we shall not be able to train librarians. Again, looking further ahead, if the library school is to have permanency, we have got to think of nationals being specially trained as Library School lecturers. They will have to go through all the necessary steps of training, they have got to work in a library, they have got to be trained, they have got to return to library work and then specialise as lecturers. It is such a slow process that we must plan for it now. Such lecturers will have to be graduates, and fortunately Mr. Larsen has high hopes that graduates for training in librarianship will be forthcoming in the next session. So far, we have had no graduate offering himself for work with the Library Service. The Board, however, is anxious to have really suitable people, who will help to lay a firm foundation at this developing stage of the Service. We do not want our libraries to grow like
mushrooms now, and then in a short time find them withered.

What then are our problems? They are three: literature, manpower, and money. The problem of vernacular literature is created by the fact that we have several languages in the country and it is difficult to get writers to produce a swift flow of books. Yet, as a result of successful literacy campaigns in the country, many people are anxious to read in the vernacular languages. The Library Service must provide follow-up programmes, which will depend upon the availability of good reading material. If the mobile libraries are going to serve these people, we must be able to speak to now literates in their vernacular languages.

There are different reasons why vernacular books are few. One is the financial difficulty of trying to produce the same book in several different languages. The other is that many people, who would write such books, at the moment, taken up with other important jobs. If such people, particularly teachers, were relieved for set periods from their ordinary duties, so that they had time to write books, it might help to produce the literature. Developed countries can help by, say, supplying a relief teacher or officer. The relieve African would then spend his time writing.

Manpower: I have already said that we are in dire need of trained personnel in the Service. The Library Service will not develop unless we have good trained librarians. We are attracting promising people for training, but while we are training them, it will be a great help if developed countries could lend us trained librarians to man the Service. The Africans in training will take over from Europeans after completing their courses. If this kind of work can be done, then we should be able to build up a staff, which is well trained, without impairing the foundation in these early stages of the Library Service.

Money: We need money for capital development in our expansion programme. The National Library, which I have already mentioned, is something we urgently need
and which has top priority in our planning, but we have no money to build it. Then we require to put up regional libraries, which will be sub-centres for the operation of the library system in the regions of the country. It has been argued in some quarters that developing countries should not be given money unless they have technical experts to advise them. This need not worry you with regard to Uganda. For we are getting a library expert to advise us. We intend to use the money wisely. It is also hoped that the Library School staff at Makerere will interest themselves in the life and development of the Library Service. Mr. Larsen set a good example, which, we hope, will continue, so that mutual help and exchange of ideas are possible.

May I end on a note of gratitude. Having shared with you our problems, I wish to thank you very much for your sympathetic interest in the problems and your willingness to help us. We are only too glad for more and more of your help. Thank you very much.
I hope that you have had time to study the program carefully, particularly the title of my lecture. If you have done so, I think some of you must consider the topic to be rather silly and I think you are right. It is a little too comprehensive and is also too vague. For instance, what is an adult? Nobody in the history of adult education has, as far as I know, been able to give a satisfactory and clear answer to that question. And what then is adult education? The best answer I have found is that its meaning varies. It varies from country to country and within a single country it varies from one organization to another. Nor is it quite clear what "Africa" means in the title of my lecture. The answer to this is that it is not what you can see on the map; it is much smaller than the map shows. It is not even what usually is meant by Tropical Africa, because I do not know very much of what is going on in the field of adult education in the very huge area called Tropical Africa. "Africa" in this lecture means, firstly, what I have read in books about adult education and also in quite a lot of conference documents. As you know, conferences are very popular; not only about education in general but particularly, I think, about adult education. And, secondly, "Africa" means also what I have experienced, when working and travelling in some African countries, particularly in the eastern part of the continent.

Firstly, I shall give you the background. Facts and figures are always needed; they are indispensable and therefore I will give you some facts and figures as a sort of background. Secondly, I shall present a selected list of adult-education activities and give some examples; some of them will be more detailed and elaborate than others. Thirdly, I will give you in a nutshell a few possibilities and problems in the field of adult education in Africa,
with the limitation I have just given, and then finally a short summary. The facts and figures may be known to some of you but are nevertheless necessary for the discussion. In 1957 Unesco launched a major project for the extension of primary education in Latin America. The project made good progress and showed the value of the regional approach to the many problems involved in expanding educational facilities. Inquiries into educational needs were later also made in Asia, in the Arab states in the Middle East and in Africa. As regards Africa, the inquiries showed that the illiteracy rate was about 80-85%, which at that time was nearly twice that of the average world figure. There were fewer newspapers than in any other continent for which figures were available at that time. The newsprint consumption per inhabitant in Africa was 0.6 kg, compared with a world figure of 4.2 kg. For every 1,000 inhabitants in Africa, there were only 19 radio receivers, compared with a world figure, including the other less well-developed areas, of 127. The same surveys showed that only three out of every hundred children saw the inside of a secondary school; not even two out of every thousand had a chance of receiving any sort of higher education in Africa itself. Certainly thousands of Africans studied abroad. They were not included in this figure. Although these figures are four or five years old, they are still considered to be quite reliable, and should be kept in mind when attempting to examine and analyze the educational situation in Africa in general. Having collected facts and figures of this kind, Unesco organized, as I think some of you know, two meetings in Addis Ababa in 1960 and 1961. To these meetings were invited many ministers and directors of education from the whole of Africa to discuss the needs and to devise practical proposals for national, regional and international action. The second Addis Ababa conference, which was convened in May 1961 and in which representatives from 34 African states and territories participated, worked in four commissions, besides the plenary sessions. One of these commissions dealt exclusively with the need for adult education in Africa. The final report of this commission said that it was essential to give an important place to adult education and youth activities, in order to solve such immediate problems as
a) The high rate of illiteracy and the still incomplete development of the school system.
b) The number of pupils failing to complete their schooling, primary and secondary, and therefore receiving an insufficient preparation for their working life.
c) The number of young people who return from their primary schooling to largely illiterate communities where they are deprived of the opportunity of expanding or even of maintaining the knowledge they have acquired.
d) The rapidity of economic and social change, which means that education received today is already inadequate for tomorrow.

The last point is also valid, as you know, for European countries, and does not apply exclusively to Africa.

I will give you a list of some activities in the field of adult education. I have made a selection and will start with literacy education, the answer to the first need indicated by the adult-education commission at the Addis Ababa meeting of May 1961. Among the many types of adult-education activities which we find in Africa, the various literacy programs are probably the best known and also the most discussed. Most of these programs started after the Second World War in the late nineteen-forties, but it is today impossible to say how much has come out of them. Many countries have published enrollment figures. These figures and the figures for literacy certificates gained are available, but the statistics are not supposed to be very reliable. Anybody who has worked in Africa will see that, and it is also admitted by the people concerned, if you talk to them. I will give you an example of such an adult literacy project, with all its strenuous efforts to mobilize human and economic resources. I have chosen Ethiopia, partly because I was working in that country some years ago and partly because Ethiopia belongs to the group of countries, in which the Swedish Government is now concentrating its technical assistance.

We have made a list of five or six countries to be given priority and Ethiopia is one of them. Education started in Ethiopia, as in many western countries, under the direct control and supervision of the Church. The primary aim was the training of prospective priests for the
Church. Funnily enough, a few women participated in this training, but they were dismissed soon after they had learned to master the alphabet, since they could not be admitted to the priesthood. At these church schools the priest also used to run informal classes for adults, with the specific purpose of enabling them to read the Bible. Crossing the churchyard, I have myself seen adults sitting around a tree with a priest as a master, sitting under another tree and listening to them repeating what he has just been telling them.

The first secular or modern school in Ethiopia was opened in 1908 and not very long afterwards evening schools for adults began to open. Some were established because teachers and school directors saw a genuine desire for education in the public, others because the teachers saw a way of increasing their incomes. It is interesting to note that education had the same kind of start here in our own countries, with the Church and the priests taking care of the first activities in adult education. In 1955 a publicly financed adult-education program was inaugurated in Ethiopia and a specific training school for community teachers was opened the year after, in 1956.

Four fundamental principles of community education were agreed upon at that time:

a) The school must serve the entire community in which it is located, adults as well as children and young people.
b) The purpose of the community school is to improve the life of the community it serves.
c) The curriculum of the community school must grow out of the problems and the needs of the community and the country.
d) The school should be the centre through which the various efforts of the Government to improve the life of the community should be channelled.

I have seen some of these community schools, but I cannot really say that many of them lived up to these principles. But nevertheless this is a forecast of the modern approach to the problem of literacy, which is now called "the selected approach". This approach has been initiated by the United Nations and the special agencies, particularly Unesco, and I will come back to it later on.
Beside these community schools, which are the main agency in fighting illiteracy in Ethiopia, the Ministry of Education has also organized mobile literacy units, started evening classes and established co-operation with other government agencies and with private organizations. There is quite a long list of agencies and organizations involved in fighting illiteracy in Ethiopia, as in other countries. Recently the Ministry of Education has undertaken an exciting venture to combat illiteracy in Ethiopia. You may have heard of it; it is called "Literacy through Radio". There was a conference in Addis Ababa at the beginning of August this year and one of the points in the program was to study this venture or experiment, "Literacy through Radio". The aim of this experiment is to prove that it is possible to teach reading and writing to illiterates by radio. Last April the experimental radio lessons started with three classes and each class was planned to have twenty illiterates. In the first class were adults only and in the second children for purposes of comparison. The third was a mixed class with adults and children together. The ages of the children were between 8 and 15 years, and the adults were aged up to 50 years. Each illiterate was to have his own book, which presented the letters in a logical order. The letters in the Amharic language number more than 250, so it is rather complicated to teach and to learn, and, of course, the letters are not arranged in a logical but in a traditional order. This book employs the pictorial-association method. It goes on to develop very easy words using these words to form easy sentences. There is also a monitor or assistant to the teacher in each class-room. This monitor does not possess any teaching experience whatsoever, but can read and write and do arithmetic. He has no skill in teaching methods. He does not give the pupils any instruction at all; he is just there to organize and to help them, as he knows how to read and write. Further instruction is given by the teacher through the radio.

When I visited Addis Ababa in May this year, I met the man in charge of this radio course and he gave me some information about the project. I asked him if I might have an opportunity to see the classes. Unfortunately, at that time there was some rioting among the students of the
University, so all educational courses were stopped for a few days and I was not able to study the activity. But the educationalists in Ethiopia are convinced that this experiment will prove successful and will open a new chapter in educational development, enabling the country to wipe out illiteracy at a much faster rate than hitherto. I am a bit doubtful, because I found, when I talked to the man who is in charge of it, that his idea was just to force the students to be there. "They have to be there, although they don't want to do it", he said and added: "When I started, we had 75 students, now we have only 25 left". I do not know how he will be able to force them to finish this experiment. I think that during the conference I mentioned before, beginning in August this year, it was studied in more detail, but I haven't seen the results of this study. This does not mean that "Literacy by Radio" will not work, but I think it will have to be organized in a different way than it has been in Ethiopia.

Now I will give you another type or perhaps some other types of literacy education. In March 1964 Unesco organized a conference at Abidjan in the Ivory Coast and the theme of this conference was "The Planning and Organization of Literacy and Adult-education Programmes in Africa". One of the problems discussed during this conference was the drop-out of students in literacy classes, which, as I have just indicated, occurs in Ethiopia as in many other countries. During this conference it was agreed that this drop-out was more generally due to unsuitable teaching materials and inefficient teachers than to lack of keenness among the adults. That means that the adults attending are, at least to begin with, keen to learn, but owing to lack of teaching materials and unskilled, untrained teachers, many of them drop out. Reports given by some of the delegates indicated that the best results had been obtained, where the actual teaching of reading and writing had been preceded, accompanied and followed by general education in matters of interest to the adult students by the spoken word. This strengthens the motivation of adult students. When they are only given pure lessons in reading and writing, we should not be surprised to find that the results are rather meagre. Literacy should not be regarded
as an end in itself, but only as a step in a programme of continuing education that enables men and women to take on more responsibilities, and to play a more active role in society. This is not a new approach, but it has not hitherto been emphasized as strongly as it is now and it has certainly been emphasized at all the conferences organized during the last two or three years. It is also the basic concept of the "World Experimental Literacy Programme", which is going to be implemented during the next few years.

I would like to give you some information about this "World Experimental Literacy Programme", which was adopted by the General Conference of Unesco in 1964. Under this programme literacy will be stimulated in relation to its contribution to economic and social development. It will not be treated separately with the economic and social developments on one side and the education or adult literacy on the other. "The policy is to help countries identify the areas and sectors of the working population, where the contribution of literacy is most productive, aiming progressively to cover the whole population. An area of industrial development with a high population of illiterate workers, for instance, might include centres for "on-the-job literacy teaching", leading directly to vocational and technical training. In such an area the eradication of illiteracy in the existing labour force, the provision of literacy education in the neighbourhood of industrial centres for rural youth, who seek employment in urban areas and the provision of elementary technical or vocational training will increase productivity and thus reduce costs, making better use of the capital invested. That is a quotation from Unesco’s programme and is called the selective approach, in which efforts are concentrated in a small number of areas or regions. This is what is being planned in Tanzania.

Last spring Unesco sent out five missions, each consisting of two people, an educationist and an economist. They were sent to Pakistan, Tanzania, Ecuador, Algeria, and Iraq. When they returned from their missions in May, I saw some of them in Paris, when I was on my way to Africa. I had discussions with them and got some material and
later had the opportunity to discuss matters with the authorities concerned in Tanzania. I will now try and give you an idea of what they have been planning in Tanzania. As far as I can see, it amounts to a new approach to fighting illiteracy.

The Government has decided to try this selective, intensive approach in one zone, where the people are eager to learn, in a zone where literacy and adult education will have the greatest and most immediate impact and where these new skills will enable the people to increase the productivity and raise their standard of living. They have chosen the region south of Lake Victoria, where they have four districts and these four districts constitute one of the eight economic zones into which the country is divided.

When it is in operation, the project will be functioning not under the Ministry of Education but under the Ministry of Community Development and National Culture, as it is called in Tanzania, it will have the active participation of the other ministries and also of a recently established agency called the National Advisory Committee for Adult Education. This agency also has counterparts at the regional district and village levels. The project will also be carried out in close cooperation with the existing institutions and agencies, such as the Farmers' Training Centres, the District Training Centres, the Agricultural Research and Training Centres and so forth.

The first step will be to select 67 candidates from among the Community Development Assistants, wardens and managers of District Training Centres and Community Centres or the workers in the zone. They will be trained as organizers and supervisors of adult literacy and adult-education classes. These 67 candidates will then be divided into two groups to facilitate comparison of the results. Each of these two groups will receive an intensive four-week training course in different subjects.

The second step is to try to procure the quite fantastic number of 2,010 candidates from among the schoolteachers, the civil servants, the cooperative, trade-union and local leaders, the voluntary workers and the secondary-school students, for training as teachers in these adult literacy classes.

The third step is to organize the actual training
with 35 students, adults and illiterates in each class run by these 2,010 teachers. Each class will last nine months, divided into two periods, and the curriculum or content of this training is interesting. The first five months will be devoted to ten hours of work per week—six hours of reading, writing and arithmetic, two hours of history, civics, etc. and then two hours of practical information in agriculture, health, nutrition, etc. This is the new approach to illiteracy in which an attempt is made to reach the whole human being and to relate the teaching, writing and reading to the economic and social conditions in which the students are living.

The following four months will be devoted to demonstration and practice, in which the students try to practise what they have learnt during the first five months. Many instructors will be engaged in the work, instructors have been trained in such practical fields as agriculture, house construction and other activities. Well, this is a huge program, as you see, but I can tell you, that I have also read the report from the commission which visited Pakistan and that was three times the size of this program. At the end of the report the group or the Government makes a request for experts from abroad. They would like to have a project advisor, a trained specialist, an expert in research and evaluation techniques, a writer and an offset printer and a graphic and layout artist. They also suggest offering fellowships to the most able students. There is also a project to reinforce the printing facilities, the film production, and many other things, but I do not want to bother you with the details here.

I have given you two examples of literacy education, but now I would like to continue and give some more examples of adult-education activities.

Let us summarize by saying that the example from Ethiopia showed that the efforts there are being distributed all over the country, with very little, if any, relation to the economic and social developments. The new idea is to integrate and to relate the programs to the surroundings, and to the social and economic conditions, in which the people are living.

A second type of activity is university extension,
which is a very important form in Africa, because many of the students taking part in the university-extension activities are actual or potential decision-makers. The courses offered by the university-extension agencies attract many people, and the problem is that many of the students who attend these courses are not those they were meant for. The aim of many students is to pass the School Certificate Examination and also the Higher School Certificate Examination, so this is not university-extension activity in the British sense of the phrase.

Many of the students who attend these courses need complementary education, both primary and secondary. What should be done here is to organize evening secondary schools or primary schools. They have been started in some countries but not to the extent that is needed.

The third example here is correspondence courses, which are very popular in Africa. Most of those taking the correspondence courses do so, because they would like to have a qualification as a preparation for various examinations. These correspondence courses are offered by private agencies - British, French and also South African. You know that in Africa, perhaps even more than in Europe, education, both general and adult education, means a chance to climb the social ladder. But what is interesting now is that some research work in the field of correspondence education is going on, under the direction of some institutes of adult education.

Another thing I would like to mention here is that a cooperative college has been started in Tanzania, at Moshi, and this college, in which two Swedes are working, is developing correspondence courses for the officials and members of the Cooperative Union of Tanzania. The courses produced there are now also used at the Institute of Adult Education in Dar-es-Salaam.

Last June a world conference on correspondence education was held here in Sweden and was attended by very competent people from all over the world. Prior to the conference, the Swedish International Development Authority organized a symposium for some of the participants. At this symposium it was discussed how a seminar could be organized and carried through for people from Africa,
particularly to give them an idea of how to organize and how to carry out correspondence education. A proposal has been made to the Swedish Agency and maybe next year there will be a chance to organize such a seminar, which will perhaps have some effect on this part of adult-education activity in Africa.

The fourth type of activity is technical colleges. The first time I went to the United Kingdom and visited a technical college I was very surprised, because I thought that in this college I would see quite a lot of machines and other technical equipment. This was not so, because technical colleges offer courses in everything from musical appreciation, the arts, and drama to bee-keeping, cookery and so forth.

These technical colleges flourish in some of the African cities. They arrange full-time and part-time courses for both young people and adults.mostly they provide general education and in this respect also they attract people who would like to have some sort of examination - diplomas and certain degrees - because there is a very strong demand for vocational training. The problem in these technical colleges is shortage of staff. This applies to all activities, of course, and the fact that some of the most able young people have got a basic education and want to go on to higher education, to the universities, and other students suffer from an inadequate school background, means that teaching here is quite a problem.

What is needed in this field - let us not call it technical but vocational training - is opportunities for training illiterate men as masons, carpenters, etc., because hardly any vocational training facilities are available in many of the countries.

Now I shall only mention the fifth type, extension services. Here again you may ask: Is this really adult education? Yes, it is: the people are adults, so why not call it adult education? We have, for instance, agricultural-extension services, health-education service, cooperative unions, and credit unions, and all these are very important, because they have an immediate bearing on productivity and development, exactly as I mentioned before, when I was talking about literacy education.
The problem here is that the workers in all these extension services need more training in adult-education methods and techniques. So far, most of them have no training whatsoever in this field. But it has started. Take, for instance, the Tengern Institute of Community Development Training, in Tanzania, and Kabete, in Kenya, where they are training particularly these extension workers, and also leaders and officials from different organizations and agencies.

The sixth type is the residential college. We are quite familiar with residential adult education, as we have the famous "folk high schools" in Scandinavia. There are residential colleges in Africa also. Most of them give short courses and are linked with community-development departments or agricultural-extension services or other kinds of extension services.

They are called District Training Centres or Farmers' Training Centres or something like that. There is also a number of colleges providing longer courses, lasting several months and their number is increasing. I have visited two very interesting ones, Kivukoni College in Dar-es-Salaam and Kikuyo College in Kenya, and sometimes had the impression that I was back in Scandinavia. The premises are exactly the same as we have in our "folk high schools", and I had the feeling that the curriculum and the activity resembled the Swedish and the Scandinavian patterns.

This type of activity is closer to our concept of adult education than anything else, because here, I think, they have the same idea as we have in the Scandinavian "folk high schools", that it is a school for life. It is a school, at which not only skills and knowledge are imparted but also attempts are made to develop the personality of the student and to give training in citizenship.

About the seventh type, mass media, there is only time for a few remarks. I think you know that in most African countries newspaper circulations are very limited. I have worked in Turkey and I had some interesting experiences there. In the cities, the adult-education agencies organized a newspaper-collecting scheme. They put boxes in the streets and posters above each box, asking those who had read the newspapers to drop their newspapers into
the box. They then collected the newspapers and sent them out to the rural areas, where some persons were able to read the newspaper publicly. One of my colleagues had, as a small boy, been the one who had read the newspaper for the people in his village, and he was very proud of that.

The radio has only become common in Africa since the transistor revolution. According to the latest figures, all the African states have almost full coverage by radio. This means a lot, I think. It is a pity that the experiment in Ethiopia which I mentioned before has apparently not been a success. But means, the facilities for education by radio in general are now available, and perhaps literacy education by radio will eventually succeed.

A week ago I saw a very interesting program for education by radio, prepared in Nairobi. I think it was meant for the students at primary schools. The subjects which they are going to deal with could also, I think, be used by adult classes. This autumn they will start the third year using education by radio in Kenya. As regards television, experiments have been going on in the northern part of Zambia in the Copperbelt for two years, and both in the Copperbelt and in Ethiopia I have seen some very interesting experiments in television education. In Ethiopia I saw some programs in health education, in which the Ethiopian-Swedish Pediatric Clinic was involved. An Ethiopian doctor working there had a group of people, talking to them about how to take care of the children, and it was not bad. But here again the problems are lack of trained personnel and the difficulty of getting programtime. Another problem here is the many languages that have to be dealt with.

Now for the summary I promised you. I have given a selected list only of adult-education activities. Here and there I have pointed out the problems and the possibilities, and I hope that this and the other contributions have shed some fresh light on the subject. I also hope that you have seen that in Africa there are challenges to all of us, whether we are adult educators in general or specialists in one field or another, for instance, in library activities. I think that the reason for putting this topic on the agenda was that we should have something to start with, when we go to work in the groups, as we are now to do.
BOOKS FOR THE PEOPLE
An experiment in Library Service in Tanganyika x)
E. H. Brooke

I would like to begin this short, impromptu talk by referring to one or two points from Mr Ringmar's paper. Mr Ringmar dealt at some length with the several ambitious UNESCO programmes designed to eradicate illiteracy. He rightly stressed the particular attention paid by the two experts, who have recently conducted a survey in Tanzania, to the problem of integrating the teaching of people to read and write with the practical aspects of their daily life such as farming and health education. An approach such as this is refreshing. Less refreshing was the experts' complete lack of interest in the comprehensive library service now being planned for Tanganyika.

Mr Ringmar himself presented us with a wide ranging list of adult education projects. In fairness it must be said that the list was not intended to be comprehensive, but it is perhaps not without significance that no mention was made of library services.

This apparent lack of concern amongst the people who are responsible for the planning of adult literacy and adult education projects, with the problem of ensuring that people have ready access to a plentiful supply of reading material, is all too familiar. Where in a country with a tiny per capita income, are the new literates to get their reading material, if not through a free public library service? Where are the newly fledged scholars from the adult education classes going to obtain access to a comprehensive collection of books to continue their education outside the classroom?

x) Under the interim constitution of the United Republic of Tanzania the problem of providing a library service in the islands of Zanzibar and Pemba is the responsibility of the Zanzibar authorities. Tanganyika is used throughout this paper to refer to the mainland part of the United Republic. This usage in no way disparages the union between the two former separate Republics; Tanzania is as much entitled to its Tanganyika and Zanzibar, as Great Britain is to its England and Wales!
Here it may be appropriate to quote extracts from the report of Franklin Publications Ltd., extracts which were chosen to preface the Report of the Tanganyika Library Service for 1963/64:

"Merely to teach students how to read and then to force them through a series of formal textbooks will not accomplish true education. Only material that will challenge the student's interest and lead him, by his own desire, to progressively higher levels of reading will accomplish the purpose".

"A tragedy of mass-literacy campaigns in many parts of the world has been that the new literates have not been able to find appropriate reading materials upon which to exercise and improve their new talent. In too many cases, large numbers of the people trained to read sunk back into illiteracy again".

Happily for Tanganyika, the Government has accepted that a free public library service is the most effective and economical way of meeting these problems. How did this service come into being? What exists at the present? What are the plans for the future?

It is difficult to compress within fifteen minutes an account of two years work in Tanganyika. Fortunately, Mr. Larsen has already outlined the early work of the East African Literature Bureau and how, following the survey and report made by Mr. Hochey, the Bureau's libraries formed the bases for national library services in each of the East African countries. I do not propose to go over this historical aspect again, but you may be interested in a brief account of what faced me when I arrived in Tanganyika in August, 1963.

The East African Literature Bureau's library in Dar es Salaam had a nominal collection of 30,000 books, housed in temporary premises, with makeshift equipment and a staff of three clerks. The vast majority of these books were in an appalling condition - hardly surprising considering that the annual budget for books had never exceeded £500. From this library two basic services were provided. A postal service to student readers; and loan collections of books to a wide variety of institutions, ranging from schools to community centres, from mining companies to prisons and police stations. A nominal charge was made to the users of
these services.

In addition to these services there was a collection of 20,000 new books which had been presented by the British Council two years earlier in anticipation of a start being made on the new nation wide public library service. Their arrival coincided with the departure of the only qualified librarian on extended sick leave, and apart from unpacking and checking nothing had been done to prepare them for use.

In a situation such as this it would have been easy to have become immersed in cataloguing and classifying and in the reorganisation of the existing services. These temptations had to be resisted and a start made on the many and varied problems attendant upon the transfer of the staff, finance and service from the East African Literature Bureau to the newly created statutory library services board.

No librarian accustomed to working in a modern state with its nation wide health service, its statutory pension schemes and its nationally agreed salary scales, and with the ready availability of a municipal or county treasurer's department and clerk's department to deal with financial and legal problems, can begin to appreciate the complexity of the task that has to be tackled by a librarian creating a completely autonomous service in a developing country. Gradually however, the Board considered and approved conditions of service regulations; salary scales and grading, medical benefits and pension schemes. Methods of budget control and the most advantageous way to invest capital were devised and introduced. During this period the Board settled down and began to run smoothly. The nine members appointed by the Minister of Education began to appreciate the functions and purposes of a library service. A mutual confidence developed.

Throughout this period a deliberate attempt was made to resist actual development; to avoid piecemeal improvements in the existing service which could easily have led to a steady commitment of reserves of books and time and energy, which would have seriously have jeopardised the ambitious plans for the future. Nevertheless account had to be taken of the tremendous pressure in a developing country for speedy results, to which Miss Evans has already referred. People read in the newspaper that the long
awaited Director of Library Services has arrived, and expect new libraries to open on their doorsteps the following morning.

In two instances I yielded to this pressure. Partly because it is essential to show to those who have never before seen a public library what this service means to the people and to demonstrate, beyond all doubt, that the service will be used; partly to gain experience of peculiarly local problems and so avoid mistakes in future planning, but mainly because no librarian can resist for long the temptation to provide a service.

Five months is a long time for a librarian to be without a library. It took just this length of time, after my arrival in Tanganyika, to open the first free public library in the country. The initiative came entirely from an extra rural lecturer in adult education working in a small town in the centre of Tanganyika, and here it should be emphasised that the strictures I made at the beginning of this talk do not apply to adult educationists working in the field. Without exception they demand good public library services and see them as an essential corollary to their work. With his help, and the help of a qualified Danish librarian who happened to be living in the town, a small shop was acquired, adapted and stocked, with 3,000 books. It was soon issuing books at the rate of 1,400 books a month: a figure which compares very favourably with the 14 books per month previously lent from a collection of 1,000 books housed in the so-called community centre.

In retrospect I think that I was wrong to yield to the internal and external pressures. Both the lecturer and the librarian moved elsewhere in East Africa within a year and, though the library continues to perform a useful function until a new library with qualified staff can be provided, it has not been possible to keep it running with any degree of efficiency.

Our next venture was more cautious. Twelve months later with qualified staff at last available to control the experiment, a temporary library in adapted premises was opened in Dar es Salaam. This Pilot library, which has a shelf stock of 12,000 books was an immediate and overwhelming success. Despite the cramped quarters and limited
stock it is now issuing books at the rate of 13,000 per month and restrictions have had to be placed on membership.

Before turning to the pattern of the future service it is convenient to detail briefly two much more recent ventures. In Tanga, the second largest town in Tanganyika, a large subscription library in its own spacious premises has been taken over, and now offers a completely free public service. In Koshi a library previously operated by a co-operative union has been transformed into a free service for the town.

At this stage I think it would be appropriate to give you a few facts and figures about Tanganyika. It is a large country - about twice the size of Sweden - with an extensive coastline to the East, washed by the Indian Ocean. Along its north-western, western and south-western boundaries lie the large inland lakes - Victoria, Tanganyika and Nyasa. The greater part of its 9 1/2 million inhabitants live in villages and rural settlements. There is one city - the capital, Dar es Salaam - with an estimated population of 130,000; one municipality, Tanga, with an estimated population of 45,000; and thirteen other gazetted townships with populations ranging from 4,000 to 25,000. It is likely that a number of other sizeable towns will achieve township status in the near future.

Despite extensive improvement programmes communications can still be difficult. Only one town is linked with Dar es Salaam by a surface road, two major railways serve the western and the northern parts of Tanganyika, and almost all the towns can be reached by regular air services. Perhaps one example will best serve to illustrate the difficulties that have to be faced. Books for the Bukoba library have to be shipped by rail to Mwanza - a journey of 760 miles - and then by lake steamer across Lake Victoria.

The size of the country and the lack of first class communications lead inevitably to a pattern of decentralisation. For administrative purposes the country is divided into seventeen regions. Obviously it would be unrealistic at this stage to plan seventeen regional libraries and the pattern of library adminis-
tration therefore cuts across Government regional boundaries. I would emphasise here that the exact number and shape of the library administrative areas has not been determined. I prefer to allow these to develop empirically — changing with the growth of the Service and the pace of building development, and increasingly reflecting the needs of the people as we gain experience and extend the Service into new areas of the country.

A flexible development plan was indeed essential, since the plan itself had to be produced very shortly after I arrived in the country, before even I had managed to obtain a desk of my own. This of course is nonsense. As Miss Evans has pointed out one needs two years to travel around and get to know the country and the problems; to gather facts and figures, to familiarise oneself with Government policies. Nevertheless when one is faced with the alternative of including libraries in the new Five Year Development Plan, or marking time for the same period, there can be only one answer. Within a short space of time a modest request of some £ 1/4 million was formulated to enable the Board to build and stock approximately fifteen libraries in the townships. We had the gratification of seeing this request approved by the Government and incorporated in the Ministry of Education's development programme.

The figure of £ 1/4 million is not quite so arbitrary as it may appear at first glance. It was in fact arrived at after an examination of the data available and on the basis of a series of decisions and assumptions. The facts came in the form of 1961 population figures for the various towns and the local cost per square foot for buildings of the type required. The major decision was to accept these figures as accurate and to utilise them to calculate the required sizes of library buildings according to the English standards. The assumption was that the resulting libraries would be adequate in size to cater for natural growth of population, immigration to the towns from the countryside and improvements in the rate of adult literacy over the next twenty years. It is of course an
assumption that may be proved wrong, but as a safe-
guard the architects have been instructed to design
buildings which can be trebled in size without expensive
alterations to the structure.

The country's Five Year Development Plan
officially began on July 1st 1964. To date the
Tanganyika Library Services Board has been success-
ful in securing sufficient money, as part of a
British Government development loan to Tanzania,
to finance the construction of the first six branch
libraries and to purchase new books for three of
them. The planning of these libraries is now in an
advanced stage and tenders should be called for by
the end of the year. The Board is hoping to raise
additional money not only to stock the remaining three
libraries in the first phase of the development
programme but also to fund the next phase.

The size of the libraries that have been planned
vary considerably. They range from a small library
of 1,800 square feet to 5,700 square feet for a
Group library which will provide not only a public
service for the town in which it is sited but
supporting services to other branch and school
libraries in the area. In all cases standards of
construction are adequate without being lavish. For
example, floor finishes will be simple polished grey
concrete, and the desirable -- some people would say
essential -- feature of air conditioning has had to
be omitted. Despite these limitations however, the
buildings will be functional, flexible and attractive,
and will enable the citizens in these towns to enjoy
for the first time the benefits of a public library
service.

So far future planning has not dealt in any way
with the problem of providing a service for the vast
rural areas of the country. Where is the emphasis which
Miss Evans placed on mobile libraries? The answer is
that I decided quite quickly -- and after two years I
am still convinced that my decision was a correct one
-- that it would be foolish to contemplate expensive
mobile services until a network of branch libraries
has been established. The quality and range of service
that can be offered by a mobile library is directly related to the static library on which it is based. To plan a mobile service for Tanganyika with its vast distances and uncertain road network, before adequate bases had been established would have resulted in a shadow service without real substance. Mobile libraries - or perhaps hovercraft libraries - will certainly come, but only in our next phase of development.

However, before contemplating possible future services I would like to go back in time - back to 1961 in fact when Mr Hockey was engaged in the preparation of his report. One of the requirements clearly established at this time, and which subsequently formed the subject of one of the Report's major recommendations, was the need for a new Central Library building in Dar es Salaam. This project has suffered many vicissitudes. It was accepted by Government and incorporated into the official three year development plan which ended in June 1964. A site was selected, and a provisional brief prepared for the architect. The British Government made a direct grant of £27,000 towards the cost of the building and a local trust fund promised a further £50,000. Despite these promising beginnings detailed planning did not begin until I arrived in Dar es Salaam and it was August, 1964 before an acceptable sketch scheme was approved by the board.

It became obvious at this stage that it was going to be difficult to finance the approved building, and the project was therefore phased. Phase one has now reached contract signing stage and it is hoped to have the building ready for occupation in April, 1967. The estimated cost of this phase is very nearly £120,000 for construction, site works and fees. The money available has risen, principally due to further grants from the British Council, to £122,500. Efforts are therefore now being made to attract additional grants to cover the balance of the costs and to purchase furniture and equipment to the estimated value of £23,500. It is also hoped to raise a further £49,000 to finance the second phase so that construction can proceed while the contractors are
still on the site.

Despite the difficulties that arose during the initial planning stage there is no doubt that the plan which was eventually approved will result in a highly successful library. The complexity of the building and the essential part it will play in the development of the whole Service can perhaps best be appreciated by detailing its major functions. It will provide: (a) a public library service for the city of Dar es Salaam; (b) a national library for the whole country, housing all printed items received on legal deposit; (c) the administrative headquarters for the nation wide and school library service; and (d) the headquarters library for all libraries in the Coast Region.

In a developing country the library service for children is likely to be accorded the highest priority. Children have in fact been well catered for in the Central Library building, and in all the branch libraries now in the planning stage. But it is the development of an efficient school library service which is likely to have the greatest immediate impact. With this in mind plans have been prepared for a pilot school library project to operate from the Dar es Salaam headquarters in three of Tanganyika's administrative regions. This project which has the full support of the Ministry of Education has been submitted to UNESCO and is now being favourably considered for inclusion in either the General Assistance or Technical Assistance Programmes for 1967/68. The scheme envisages that every secondary school in the selected areas will be provided with a comprehensive collection of books related to the number of pupils in the school, special areas of study and to individual needs. For example a boarding school situated in the heart of the countryside will obviously require a much more extensive collection than a day school in a town served by a branch of the public library service. There is provision for the training of teachers in elementary library methods, particularly the art of book selection, for on the spot advice by professional specialists, and for a
range of supporting services. Upper primary schools are also catered for by the provision of loan collections of books changed at frequent intervals. If this scheme can be brought to fruition then a valuable service can be launched for a comparatively modest financial outlay. The costs in fact are estimated at £60,000 for capital expenditure, and £60,000 for recurrent expenditure spread over a five year period.

The importance attached to this aspect of library development by the Ministry of Education is reflected by the approval given for the recruitment of a specialist librarian to carry out a survey of all secondary school libraries in the country. This survey which will start at the beginning of next year has been personally requested by the Minister. Steps have also been taken by the Ministry to make available small capital grants to new schools to purchase initial collections of books, and an increase is being planned in the per-capita annual allowance which will be specifically earmarked for the purchase of books for school libraries.

The final aspect of library development to which I wish to refer is the desirability of re-organising and co-ordinating the very many libraries which exist in Government ministries and departments. This is a problem of great complexity. The libraries vary tremendously in size, effectiveness and efficiency, but all suffer from their inability to conduct any kind of meaningful staff training programme and none can offer adequate promotional outlets to the ambitious and well qualified assistant. The Government has acknowledged this difficulty and has indicated that a scheme of co-ordination which links these libraries with those of the Tanganyika Library Services Board would be preferred. The possibilities of achieving this kind of integrated service are to be examined by an expert librarian provided by the British Government. The necessary survey will start in June, 1966, and it is anticipated that his report will be ready for consideration by the Board and by the Government in September.
In conclusion I would like to deal briefly with two additional problems – problems which really justify a whole paper to themselves. I refer to the difficulties of finance and staffing.

When I accepted the post of Director of Library Services in Tanganyika, I anticipated that the greatest problem I should face would be the difficulty of obtaining sufficient money to run the service. Up until now this has not proved to be the case. We have had to argue and convince the controllers of finance, as librarians have to do the world over. But currently we are operating on a budget of almost £60,000 provided in the form of subventions from the Ministry of Education and from local authorities, who have shown themselves eager to make sacrifices in order to obtain libraries for the people of their townships.

Though the problem of attracting grants and loans from friendly countries to finance capital costs has at times seemed intractable, we have been able to record modest successes. The British Government and the British Council have been particularly sympathetic.

Now that we have been able to demonstrate the effectiveness of the Service and to show a proved demand; now that we are able to produce not only viable schemes of development, but also show that we have the staff to run these schemes, we hope that many more countries will be prepared to assist the Board.

Mr. Nabeta has already touched on the central importance of professional and technical staff in relation to the provision of assistance. The number of countries seeking aid is many; the number of countries in a position to provide aid is small. This inevitably means that donor countries have to establish certain criteria of selection. I am sure that most donor countries now readily accept that money given does not buy influence or purchase friends. But every country which gives financial assistance has a right to decide whether the money is going to be well spent; whether it is going to benefit the country in the way intended. It is therefore important not only to present worthwhile schemes for consideration, but to show that
there are staff to implement the schemes when the money arrives.

Until January of this year it would have been difficult for the Tanganyika Library Service to claim this, since in fact I was the only professional librarian in full-time employment. The early recognition of the difficulties this would create, and the large amount of energy spent on recruitment, means that today we can boast of a staff of twelve professional librarians.

This band of professional people now ensures that we can assure would-be donors of the earnestness of our intentions. They ensure that we can train an adequate number of local people. They ensure that we can develop the Service rapidly.

This last factor is all important. Those of us who elect to go out to help the developing countries in Africa cannot arrive and say it will take you ten years to achieve this, twenty years to achieve that. We must be prepared to cut corners, to operate without the necessary data and basic information, to make assumptions that one would never dare to make in Europe. One must also be prepared to put a great deal of effort into the training of local staff, and of course, to yield our positions gracefully when the local people are ready and able to take over.
References


CONCLUDING REMARKS

Gert Hornwall

After two days' lectures and discussions on African library problems, we have arrived at the last item of the conference agenda. I think that I shall be expressing the common opinion if I say that the conference has given rise to more questions than answers. We have realized that considerable obstacles must be surmounted before we can launch and carry through a successful Swedish project. At the same time we feel that it is our duty to contribute, to the best of our ability, to the solution of these problems. Last night some of us engaged in an informal discussion on the most appropriate way to put forward a proposal for library aid to the Swedish International Development Authority. For it is obvious that in the long run an efficient program must be planned and financed within the framework of the general Swedish aid policy. Such were our intentions when we decided to form a little working group to follow up our discussions here. I hope that the working group will find a practicable way of making some concrete gains as a result of this highly stimulating conference.

In 1961 there was held in Copenhagen the Afro-Scandinavian Libraries Conference, which may be regarded as the source of inspiration of our assembly here. It gave Miss Bianchini the idea of organizing this conference, and I wish to express our sincere gratitude to you and your efforts. I also want to thank our lecturers and other guests, who have provided us with invaluable information and suggestions. In all likelihood these two days in Norrköping will not be the last time we shall meet to discuss library aid to Africa. I hope that we shall see each other again at a new conference within the foreseeable future, and that a Swedish or perhaps a joint Scandinavian project will at that time have been initiated.
Marianne Asplund is a librarian at the Stockholm City Library. She received her master's degree from Stockholm University and her library diploma from the Swedish State School of Librarianship. She has served for several years in the catalogue department and as readers' adviser and is now head of one of the larger branches. Her experience also includes work on an exchange basis at the Deichman Public Library in Oslo and a year as supervisor of the libraries of the Swedish Defence Forces. In 1962 she was asked by the Swedish Inter-Church Aid organization to establish the Kammerskjöld Memorial Library at Kitwe, Zambia, which was a gift from the Church of Sweden to the Mibombo Ecumenical Foundation, and worked for two years as head of this Library.

Edward Maxfield Broome was educated at Heckmondwike Grammar School (1938-43) and received his professional training at the Leeds School of Librarianship (1948-49) and the Manchester School of Librarianship (1951-52). He became a Chartered Librarian in 1949 and Fellow of the Library Association in 1957. He served with the R.A.F. between 1945 and 1948. His experience includes work in five library systems in England and the United States of America (1943-57) and periods as Deputy County Librarian, Nottinghamshire (1953-59), and County Librarian, North Riding of Yorkshire (1959-63). He was appointed Director of Library Services, Tanganyika, in July 1963. He is a member of the Council for Library Training in East Africa.

Evelyn J. Evans was on the staff of the Coventry City Libraries from 1927 to 1941 and eventually became Inspector of Branch Libraries. During this period she also held an exchange post at the University of Michigan. From 1941 to 1945 she was Deputy City Librarian at York. In 1945 she went to the Gold Coast as British Council Librarian and in
1950 became Director of Library Services in Ghana, a post which she relinquished in 1965. She was responsible for the establishment of public libraries in Ghana but also served in an advisory capacity in Sierra Leone, Gambia and Nigeria. In 1955 she was created a Member of the Most Distinguished Order of the British Empire and in 1960 was promoted to Commander. In 1965 she received an Honorary Fellowship from the Library Association.

Gert Hornwall is the City Librarian in Stockholm. He took his licentiate degree at Uppsala University in 1945 and became docent in political science in 1951. He has taught political science at the University of Gothenburg (1951-52) and at Uppsala since 1952. He also joined the Uppsala University Library as an Assistant Librarian in 1946 and became a Librarian in 1952. He has been City Librarian at Stockholm since 1956. Apart from his doctoral thesis Regeringskrise och riksdagspolitik 1840-41, (Government Crisis and Parliamentary Politics 1840-41), he has contributed several articles to political journals on librarianship, history and politics.

Knud Larsen received his diploma from the Danish State School of Librarianship in 1921. He taught at the School from 1933 to 1963, being promoted to lektor in 1957. During this period he held various offices in the Danish Library Association and was also a member of the examining commission for the commercial schools. He was a Bibliographer at the Unesco Library in Paris for a year (1948-49) and was attached to the British Library of Political and Economic Science in London during 1960. In 1963 he became head of the East African School of Librarianship at Makerere University College, Uganda, until the following year.

Tom Mabeta was educated at Busoga College, Mwiri, Uganda, Makerere University College, Uganda, and Trinity Hall, Cambridge. He then took a teaching post at Busoga College, where he was also Library Master. He was ordained in 1959. He was Principal of Namutamba Teacher Training College for 4 1/2 years and is now Warden of University Hall, Makerere
University College, and Lecturer in Religious Education.

Torgil Ringmar has been a teacher at Swedish folk high schools since 1939; he has also been an adult-education adviser at the Swedish Board of Education and a producer of radio programmes. Since January 1965 he has been head of section in the Swedish International Development Authority (SIDA), where he is in charge of voluntary service and adult-education assistance to the developing countries. He served as a Unesco expert in Ethiopia from 1959 to 1960 and in Turkey from 1961 to 1963.