ethiopia

Development of Public and School Libraries

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A. INTRODUCTION

1. As the result of a request by the Government of Ethiopia under the Unesco Participation programme for 1967-1968 for the services of a consultant to carry out a general survey of library facilities in the Empire and to formulate proposals for future development throughout the country, I was appointed to undertake this assignment during a period of three months commencing on 27 October 1968.

2. My terms of reference were laid down as follows:

   (a) In consultation with the relevant authorities in Ethiopia, prepare a long-term plan for nation-wide development of public and school library services in relation to the educational, social and economic development of the country, and make recommendations concerning the future development of the National Library.

   (b) Submit a report embodying these recommendations at the end of the mission.

3. Over the period of my stay, I had opportunity to consult and discuss with many interested bodies and officials the present virtues and shortcomings of the library service in the country, and I was courteously received for interviews by their Excellencies the Minister of Education and the Minister for the National Library and Archaeology. Several meetings were held to bring together for mutual discussion and argument the representatives of various library interests and government departments concerned with libraries, thus enabling me to hear all points of view and weigh up the pros and cons of conflicting claims.

4. I was also provided from various sources with documents giving background information, statistics and proposals for the future pattern of library development which have assisted me greatly in my task.

5. Perhaps most important of all, I have had the opportunity of visiting a large number of schools and libraries, not only in Addis Ababa, but in ten out of the fourteen provinces of Ethiopia, and have seen at first hand the development so far achieved in the library field. I have discussed with directors of schools, teachers and librarians their plans for improvement and their frustration at lack of progress, and have noted the considerable enthusiasm for the library ideal which exists in many places, and the amount of voluntary effort which has been expended on the provision and maintenance of libraries throughout the country.

6. I should like to record my appreciation of the unfailing courtesy and helpfulness accorded to me on all sides in carrying out my task. I was provided with office accommodation and transport facilities in the Ministry of Education, who also organized the extensive tours in the provinces which made my sojourn so valuable and so interesting. In particular, my very special thanks are due to Mrs. Rita Parkhurst, librarian of Haile Selassie I University, whose intimate knowledge of library affairs and great enthusiasm for the cause of libraries have been a source of inspiration; to Woizero Mary Tadesse, Assistant Minister for Culture and the Arts, in whose department I have carried out my duties and whose encouragement and personal kindness have made my task
more easy and pleasurable; and to Ato Ephraim Aberra, Librarian of the Ministry of Education, whose unfailing and enthusiastic help as guide and interpreter throughout my tours remains one of the outstanding features of my experience in Ethiopia.

7. In all cases where prices are quoted in this report, the amount is given in Ethiopian dollars, unless otherwise stated.

B. GENERAL SURVEY

1. There is a considerable diversity of library provision in Ethiopia, mainly centred in Addis Ababa, the capital. In a Directory of Ethiopian Libraries recently compiled by Miss Geraldine O. Amos and sponsored by the Ethiopian Library Association, 94 separate libraries are listed, with a wide range of subject interest.

2. Outstanding amongst these is the library of the Haile Selassie I University, with a stock of some 100,000 volumes, 2,500 periodicals and 1,000,000 documents. I was greatly impressed by the enthusiasm and sense of purpose of the staff, and the effective service being achieved in difficult circumstances. Although at present congested through lack of space, this will be remedied soon when the library moves to the fine new premises in the John F. Kennedy Memorial Library, now almost completed in the university campus. Also of importance are the separate departmental libraries covering law (12,000 volumes) medicine (2,500 volumes) science and engineering (22,000 volumes) theology (4,500 volumes) and the very attractive Institute of Ethiopian Studies, with a stock of 11,600 volumes and 500 manuscripts. Attached to the university though distant in space are the splendid library of the College of Agriculture at Alemaya near Harar (22,000 volumes) and the Public Health College Library at Gondar (7,000 volumes). Although these libraries are intended for the use of staff and students of the university, borrowing facilities are also granted to any responsible member of the public on application.

3. Other important libraries in Addis Ababa include the Abba Dina Police College Library (2,500 volumes), the Air Force Library (14,000 volumes and 1,200 periodicals), the Central Statistical Office Library (1,000 volumes and 800 periodicals), the Economic Commission for Africa Library (30,000 volumes and 1,500 periodicals) and the Imperial Institute of Public Administration Library (5,500 volumes and 300 periodicals). These also, although provided for a specialized clientele, are willing on occasions to extend reading facilities to the general public.

4. Library provision is also made in all important government departments, and effective libraries are available in such institutions as the commercial college, building college and technical college. Many private firms – as for example the Berhanena Selam Printing Press, the Commercial Bank of Ethiopia, Ethiopian Airlines, the National Coffee Board, and the Telecommunication Institute maintain library collections for the benefit of their staffs.

5. These specialized library resources may become key factors in any inter-lending service of books should such an organization become practicable in the future development of the national library service.

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6. So far as the public library is concerned, the only official agency is the National Library which, through its public library department in Addis Ababa, operates a home lending service for the residents of the city. The reference and "national" functions of this library are exercised through the so-called research department, which also contains the Ethiopian collection of books published in the country and books about Ethiopia published abroad. This department contains some 2,150 items printed in the Amharic language, and 270 manuscripts in Gheez and Amharic.

7. A valuable ancillary of public library facilities in Addis Ababa is provided by the libraries which form an important feature of the Information Services of various foreign states. The British Council Library has a stock of over 13,000 volumes and displays 115 periodicals. It has a membership of 5,000, to whom over 35,000 volumes are issued annually for home reading. The American Library which operates as part of the United States Information Service provides some 8,500 volumes, and 103 periodicals, and issues 29,261 volumes to 6,100 readers. Similar library services are operated by other European countries - for example in the German Cultural Institute, with a book stock of 4,500 volumes, mainly in the German language, while library facilities are available in the Embassies of various other states.

8. Outside Addis Ababa, there are only a few individual instances of public library services, although in the provincial capitals of Dessie, Dire Dawa, Gondar, Jimma, Makale and Nekemte, so-called "reading rooms" are in operation, serving substantially as the public library for the residents of these towns, and in all but one instance housed in the main secondary school. The mutual arrangement under which these libraries operate lays the responsibility for provision of accommodation and payment of salary of an assistant librarian on the Ministry of Education, while the United States Information Service provides and maintains the book stock, and pays the salary of the librarian in charge. In Asmara, the United States Information Service operates a lending library on similar lines to the American Library in Addis Ababa, with a book stock of 5,600 volumes, and an annual issue of 20,186.

9. There are some half-dozen public library services operating through local initiative by groups of enthusiasts or with the help of the municipality, instances of which were found at Debre Marcos, provincial capital of Gojam; Yergalem, in the province of Sidamo, and at Jigiga, a town near the Somalia border in Hararge province. In Asmara, there is the Adi-Ugri Public Library (now renamed the Education Department Library) and the Eritrean towns of Keren and Massawa also have a public library sponsored by the municipality. One of the most striking library buildings encountered was the giant "Tukul" structure erected by the community at Endibe, and the busiest library visited was a crowded room in Ambo with library shelves lining the walls and every space at the reading tables occupied by busy students, with the appropriate designation "Knowledge of life library".

10. Also worthy of individual mention are the University Library of Asmara, accommodated in spacious premises some 8,500 sq.ft. in area with a book stock of 30,000 volumes largely acquired by donation and much in need of enlargement; the Air Force Library at Debre Zeit, with a well chosen and effectively displayed stock of 14,000 volumes and 1,200 periodicals; the library at the Ministry of Community Development Training Centre at Awassa; and the libraries at the Teachers' Training Institutes in Addis Ababa, Asmara, Debre, Berhan, Harar and Jimma.

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C. SCHOOL LIBRARY SERVICE

1. According to the statistical summary of the Educational Planning and Statistics Department of the Ministry of Education, 1968, there are a total of 1,346 schools and colleges administered by the Ministry, comprising 1,025 primary schools, 223 junior secondary, 48 senior secondary, 34 technical and vocational and 16 colleges. The total number of students is 411,384, accommodated in 8,454 classrooms and taught by 9,724 teachers.

2. In tours throughout ten of the fourteen provinces of Ethiopia, covering a total of over 5,000 miles, I was able to visit no less than 164 schools, and found that of that number 76 possessed some sort of library room, with book stocks varying from a few hundred to 5,000 volumes and accommodation ranging from small box room to spacious double classrooms of 1,500 square feet in area. In only 28 cases were the books catalogued, and only 29 libraries were in the charge of a full-time librarian, almost all of whom were untrained. In 35 schools books were issued for home reading, and in 50 schools library periods were organized as part of the weekly time-table of classes. Eighty-eight schools had no library room, although 24 of these had small collections of library books in their store rooms, mostly unused. Sixty-four schools had no library books whatever.

3. The general impression gained from these tours was one of hopefulness for the future, tempered by frustrations in the present. Most school directors were aware of the importance of the library as an essential educational and social institution, and were making some attempt to encourage the establishment or improvement of the library service in their schools. The spirit of self help was encountered almost everywhere, and there was hardly a community which had not provided from its own resources (in many cases with financial assistance from the Swedish Government) additional classrooms and improvements in the school fabric which were a credit to all concerned.

4. Many school directors and teachers had gone to considerable trouble to obtain library books as gifts, by writing to or otherwise approaching foreign embassies and particularly the United States Information Service seeking their assistance. There was an almost universal complaint from directors that no library books were available from the Ministry of Education, and in many cases, superseded textbooks no longer relevant to the current curriculum and therefore no longer accountable as textbooks were being inappropriately pressed into service as "library" books, with little appeal to readers.

5. In general, it was found that schools which had American Peace Corps teachers on their staff had more effective library services than those without such expatriate help, partly because the Peace Corps teachers tended to have contacts for the acquisition of book stocks, and partly because they had the ability and the interest to organize the book stock into reasonable classified order, and to accept responsibility for the day-to-day running of the library.

6. There were one or two specially vivid impressions which linger in the mind. At Makale Comprehensive School we arrived in the middle of a library period to find the students busy with dusters and brooms, instead of studiously sitting at the reading tables. This was the final stage of a successful extension of the library premises, achieved by knocking down a wall between two classrooms, to produce the most spacious and attractive school library we encountered on our tour. At Maichou, heavy sacks of corn grown in the school...
grounds had to be moved from the front of the bookcases to enable us to examine the stock. At Adi Arkai, we found the school library occupied by studying pupils on a Sunday morning, with the director in attendance to supervise. At Dabat, we were shown a library badge with the publicity motto "I belong to the Library Reading Club". The most original school library encountered was the gigantic "Tukul" at Endiber, with a central pole some 30 to 40 feet high, built by the local community in the compound of the secondary school, and a very justifiable source of local pride. At the comprehensive school in Nazareth, library tickets, like identity cards or passports, have the reader's photograph affixed! And at Babile, an enthusiastic newly appointed director insisted on our visiting his home to see the extent of the books he was collecting to start a school library.

7. This encouraging spirit of self-help was also evident in the adaptations in various schools to make classroom suitable for school library use. It was common to find shelving, reading tables and forms which had been made in the woodwork rooms of schools, sometimes roughly put together, sometimes almost professional in standard, but always at least functional.

8. We were able to inspect completed examples of an ambitious scheme of school development on which the Ministry of Education has embarked with capital assistance from the World Bank International Development Association, for the building or extension of 61 new junior and senior secondary schools in various parts of the Empire, each with a separate library room of 820 sq.ft., at an estimated total cost of $660,000, plus an initial stock of books at an approximate capital cost of $300,000. This is an encouraging start to what one hopes will be a continuing scheme of improvement in the school library service throughout the country.

9. To summarize the present situation of the school library service in a realistic assessment:

(a) Many schools have no library service.

(b) In nearly all cases premises are inadequate, though with widespread plans for new buildings and extensions, better provision will be possible in the future.

(c) Almost everywhere, book stocks are inadequate and unsuitable to the reading abilities and subject interests of the students.

(d) Except in schools with American Peace Corps teachers there is seldom anyone with a background of training necessary to organize an effective library service.

(e) Because of this, even the existing inadequate book stocks are not being used to advantage.

(f) It is still widely believed (although the former official regulation in this matter has now been repealed) that the person in charge of a school library is held financially responsible for any books that are lost. As a result teachers are unwilling to take charge of the library, and books are often locked up, unused, in storerooms, or libraries are kept locked to avoid any chance of loss, thus nullifying the whole point of having a library at all.
(g) The universal complaint of directors was lack of book supplies from the Ministry of Education. In the Ministry of Education Book Store in Addis Ababa many thousands of volumes donated for school library purposes from various sources in the United States lie unused. Much greater urgency and system are necessary to achieve speedy and effective distribution of books to the schools throughout the Empire which so badly need them.

RECOMMENDATIONS

10. A school libraries department should be set up within the Ministry of Education under the control of a director who must be a qualified and experienced librarian, to organize and supervise the school library service and to select and allocate the book stock. Additional qualified staff will be necessary as this department grows and develops. There is a possibility that a library expert may be supplied from U.S. Aid Organization, to work with the director in the early stages of development, which would be of great advantage.

11. Greatly increased provision of library books is essential, both by purchase and by gifts. Mention has been made of the substantial order for new books (comprising over 100,000 volumes) already placed under the ministry's scheme for secondary school libraries financed through I.D.A. It is understood that a grant of $50,000 has been promised from the U.S. Aid Organization for the purchase of books, but it is stressed that an annual allocation of funds from the Ministry of Education for the purchase of school library books is essential for the future development of the service.

12. A central book store or depot should be established in Addis Ababa, where all library books would be received (whether by purchase or donation), processed and distributed with the greatest possible speed to schools throughout the provinces.

13. Books should be classified and catalogued centrally before distribution. This would involve the appointment of additional staff, but would greatly improve the efficiency of the service at individual schools.

14. Books should be distributed regularly and systematically, so that there is a continual refreshment of stock at individual schools. Due regard must be paid to the suitability of the books sent for the standard of reading and subject interest of the students who will use them.

15. Distribution of books could be effected by means of the mobile library van offered as a gift by the Government of Australia.

16. A pamphlet should be prepared and distributed to all schools, giving simple instructions in the organization and effective use of school libraries and elementary library techniques. It is understood that such a pamphlet is at present being drafted by Dr. C.P. Shukla, Unesco library expert under the Secondary School Teachers Training Project.

17. As a matter of urgency, all school directors throughout the Empire should be officially notified in writing that the person in charge of a school library is no longer financially responsible for lost books. Dr. R.S. Ranganathan has propounded as the first law of library science "Books are for use", and anything which restricts the use of books is to be condemned. Every encouragement should be given to staff and students to make the greatest possible use of the school library.
18. It should be one of the duties of the director of school libraries to visit various provinces as occasion offers, and to enlist the help of provincial education officers and supervisors in encouraging the formation and improvement of school libraries within their areas.

19. All senior secondary schools should have a full-time librarian with some background of library training.

20. Courses of training in library methods, of a standard similar to the Minor in Library Science at present offered as part of the B.A. and B.Sc. degree courses in education at the Haile Selassie I University, should be given to students in the teachers' training colleges under the auspices of the Ministry of Education, so that teachers would have practical knowledge in the effective use of libraries in their schools. If practicable, vacation courses in librarianship should also be organized in the summer months so that teachers already qualified can gain basic knowledge of library techniques. It is considered feasible that these courses could be given by lecturers resident in the area who have qualifications or experience in librarianship, on a part-time basis.

21. An attempt should be made to place graduate teachers who have taken the Minor in Librarianship as part of their teachers' training course at Haile Selassie I University in schools where full advantage can be taken of the skill they have thus acquired in supervising the operation of the school library.

22. It is estimated that the annual additional cost of the foregoing recommendations would be in the region of $30,000 made up as follows:

<table>
<thead>
<tr>
<th>Salaries:</th>
<th>$</th>
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<tbody>
<tr>
<td>School libraries director</td>
<td>7,400</td>
</tr>
<tr>
<td>Library assistants (2)</td>
<td>8,400</td>
</tr>
<tr>
<td>Typists (2)</td>
<td>1,200</td>
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<tr>
<td>Office boy</td>
<td>500</td>
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<tr>
<td>Transport: (including salary of driver)</td>
<td>2,500</td>
</tr>
<tr>
<td>Purchase of books:</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$30,000</strong></td>
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</tbody>
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D. PUBLIC LIBRARIES

1. "Every book its reader" is one of the fundamental concepts of the public library service propounded by Dr. S.R. Ranganathan, the world famous Indian scholar and librarian. Libraries cannot function without readers, a fact which has special relevance when considering library services in Ethiopia. In his report on National Literacy Programme, February-December 1967, presented to UNESCO in May 1968, Mr. K.G. Brooks states that in urban areas 52% of males and 16% of females over the age of 10 are reported as literate, while the corresponding percentages for the rural areas are below 10 and 1 respectively. Since out of a total of 22,000,000 population, 20,000,000 are country-dwellers, it is evident that a massive majority of the population are unable to read, and that in these areas Dr. Ranganathan's dictum has little relevance.
2. In such circumstances, any public library service in the provinces must inevitably be linked with the very widespread efforts now being made to increase literacy throughout the country. There are several agencies tackling this problem—the National Literacy Campaign, the Department of Literacy and Adult Education under the Ministry of Education, and the United Nations Special Fund for work-orientated literacy, which is carrying out four special pilot projects in the provinces of Kaffa and Sidamo, the area around Chilalo, in the province of Arussi, and the industrial belt south of Addis Ababa extending to Nazareth. It is understood that in due course various plans will be co-ordinated in a newly formed Institute of Literacy.

3. The only practicable means of providing any sort of library service to such areas is to co-operate with the literacy projects in the provision of simple books in the Amharic language specially written to cater for the practical interests of the adult population, so that having learned to read, the new literates will have a range of literature on which to practise their newly acquired skill, books with an adult outlook yet simple vocabulary which will encourage them to persevere in the habit of reading.

4. Even so, there will remain vast tracts of country in the mountainous areas and remote villages away from the main roads untouched by such movements for progress and too far removed from schools to enable the children or the adult population to take advantage of educational facilities. This is a problem which is receiving attention from the Ministry of Planning, who hope to establish growth points to which the scattered population might be attracted, and where schools and community activities might eventually be developed. Until such schools are in operation there seems little effective work that can be accomplished in the library field in these areas.

5. For a number of years to come, it is my considered opinion that the public library service in the rural areas and small towns will be best served by concentrating on the improvement of libraries in schools, and extending the scope of the school library service to include the general public in the surrounding area. If this is to be successful, drastic improvements in the school library services will be necessary, a point which gives greater urgency to the proposals already advanced for their development. It would also be essential to extend hours of opening to include evening and weekend coverage, so that the adult population would be able to attend at times suitable to them.

6. At the same time, a much more liberal and varied supply of books in the Amharic language is urgently required to meet the needs of both students and adult readers. In every school we visited, complaint was made of the inadequacy of Amharic literature, and in public libraries the number of Amharic books is always small and insufficient to attract those unable to read in English. The truth is that there is a shortage of books in Amharic throughout the Empire, and strong efforts are needed to stimulate the writing of and encourage the publication of a wide range of Amharic literature, both practical and cultural. Attempts should be made to publish translations into Amharic of suitable books in other languages, possibly commissioned by the Ministry of Education. Prizes might be offered in competitions open to Ethiopian writers for original contributions in Amharic language, with a guarantee of publication for the winning entries. It is vital that a viable and healthy publishing trade should be developed in Ethiopia, and if books could be produced cheaply enough, widespread sales would bring adequate profits for the courageous publisher willing to take
a risk. The Ministry of Education could do much to encourage publishers, by guarantees where appropriate for the purchase of an agreed minimum number of copies. At the present time, publishing in Amharic languishes for lack of adequate readership, while literacy programmes are endangered for lack of suitable books which new literates can read. A breakthrough is essential for future progress, and any effective public service for the mass of the people depends on its achievement. It was heartening to find in almost every school visited strong support for the literacy movement. The organization of adult classes was widespread, with varying support from the public, but little lack of enthusiasm on the part of school staffs.

7. Nevertheless, the development of the public library service for the minority of the population now able to make use of it should proceed hand in hand with the wider movement covering the whole country. As previously stated, the only public library services in Ethiopia financed from government sources are the public department of the National Library in Addis Ababa and the Education Department Library in Asmara, although the six U.S.I.S. reading rooms in Dessie, Dire Dawa, Gondar, Jimma, Makale and Nekemte receive some financial support from government funds in the provision of premises and the payment of an assistant librarian. Local initiative has also been active in the public library field, and in such towns as Debre, Marcos, Jijiga, Keren, Massewa, Yergalem and Debre Zeit (the last two with help from the National Library), libraries have been established in adapted premises, usually with book stocks donated from outside sources, and with voluntary staffs which are inevitably unreliable and unsatisfactory.

8. The time is now ripe for public library development in the larger provincial towns throughout the Empire, and it is very desirable that the service should be placed on a sound organizational basis under one central governing body, so that the unsatisfactory standards of service described in the previous paragraph could be improved, and planned development in a national co-ordinated scheme of agreed priorities more effectively achieved. My advocacy of a central co-ordinating body was confirmed when I learned, quite by accident, that unknown to any library agency in the city (National Library, Ministry of Education or university), the municipality of Addis Ababa had provided and furnished in their magnificent City Centre a large room designed as a municipal public library, although no book stock has so far been acquired, nor any staff appointed. In other cases, voluntary attempts to maintain a public library with insufficient resources have failed, as in Debre Berhan and elsewhere.

9. Early consideration should be given to the best method of organizing the public library service on a national scale, and legislation should be promulgated to establish the service on a sound financial basis, and to avoid the overlapping and wasteful duplication of effort which now exist.

10. The following possible alternative schemes for the future development of the public library service merit consideration:

(a) Place it under the control of the Ministry of Education, which in its existing organizational structure has the responsibility "to encourage the creation of and supervise public libraries and museums throughout the nation".

This would have certain obvious advantages, maintaining the essential links with the Ministry's literacy programme and the school library service, which it has been suggested, must play a major role in the public library

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provision in rural areas for many years to come. In addition, the Ministry has 
an effective provincial organization, through which local supervision of library 
efficiency and development could be channelled.

On the other hand, the Ministry of Education has many functions, and if 
given responsibility for the public library service, might regard this as a 
comparatively minor aspect, with consequent detrimental effect on the service.

(b) Give responsibility for the public library service to the Ministry 
for the National Library and Archaeology, which at present organizes a Public 
Library Department in the National Library, and has propounded plans for the 
establishment of branch libraries in Addis Ababa and in each of the other pro-
vincial capitals throughout the Empire.

Although no ordinance detailing the powers and functions of the National 
Library can be traced, it is the de facto agency meantime for the public library 
service in Addis Ababa. To what extent it has any authority to extend its ser-
vices beyond Addis Ababa, or what chances it might have of obtaining the necessary 
funds enabling it to do so, I have not been able to discover. As at present 
functioning, there is a dichotomy of interest, with the Public Library Department 
catering for a lending and reference service in the main reading room, and the 
so-called research department attempting to carry out the accepted responsibili-
ties of a national library in the collection and preservation of the national 
literature, and the conservation of representative books from other countries. 
Neither task is being adequately tackled, and the past record of the library of-
fers little guarantee that under its present organizational structure, it would 
be able to rise to the challenge of increased responsibility for a public library 
service.

(c) Make the public library service a function of the local municipalities, 
on the pattern of many western European countries, with financial support from 
the government, and a central organization for the interlending of books.

While it is desirable to enlist the support of municipalities for public 
library development in their areas, and to harness the local enthusiasm known 
to exist in many places, this should be done within the framework of a national 
plan and ultimate responsibility should be vested in a central administrative 
body which would co-ordinate and control local effort.

(d) Set up a newly constituted library board, representative of various 
interests such as the Ministries of Education, Community Development, Finance 
and Interior, the National Library, the Haile Selassie I University, and any 
other educational or cultural bodies considered desirable, on the pattern of the 
successful schemes now operating in neighbouring developing states like Kenya 
and Tanzania.

The advantages of this plan are that it brings together various interested 
parties, and could also include representatives of the main municipalities should 
this be considered desirable. The board would be established under legal enact-
ment as an executive body, to plan, set up and administer public library ser-
vices throughout the Empire, and to co-ordinate the library activities of educa-
tional and other official institutions, with a centralized interlending service 
and central organization for the rationalization of bibliographic processes and 
activities throughout the country. The Executive Office and Secretary of the 
board should be a qualified and experienced librarian, with full authority to
carry out all decisions of the board and initiate new developments under their authority. The budgets of the board would be submitted to the Council of Ministers or Ministry of Finance for approval, and thereafter the board would have full control of their own affairs. A copy of the act to establish the Tanzanian Library Services Board is printed in an appendix to this report, as an example of the extent of the powers envisaged. In order to ensure a strong link between the board and the Ministry of Education, its members might be appointed by the Minister of Education, and if thought desirable, its budget could be provided from the Ministry of Education funds.

(e) It is understood that the creation of a National Council for Culture is at present under consideration, and it has been suggested that it would be appropriate to entrust the Public Library Service to this Council. Initial proposals for its constitution envisage it as a high-level advisory and co-ordinating body, whose main function would be to encourage other agencies, rather than to carry out projects itself. I regard it as essential that the body charged with responsibility for the public library service should have full executive and administrative powers to carry out its task.

11. On balance, in the light of the various considerations outlined in the preceding paragraphs, I am of the opinion that the form of organization most likely to produce the best results is the independent Public Library Board and it is strongly urged that such a Board should be established by legal enactment as soon as possible, so that a director can be appointed and firm plans drawn up for the future development of the public library service throughout the country, with a scheme of priorities to be approved by the Board according to available finances.

12. At the present stage, it would be mere conjecture to suggest exactly what these priorities should be, although high on the list would be the provision of new public library buildings in Addis Ababa and Asmara, with spacious regional branch libraries to follow in the various provincial capitals (possibly with financial help from the municipalities concerned) which might subsequently become centres for a mobile library service in their surrounding areas. Of paramount importance would be the establishment of the central headquarters in Addis Ababa, to administer the service, to select, order, catalogue, classify and distribute the book stock, and to act as the bibliographical centre for dissemination of information and the interlending of books throughout the country. Generous provision of reading room space is essential in all new library buildings, to meet the ever growing needs of students for peace and quiet to pursue their studies.

13. It is essential that the director of the Public Library Service be a fully qualified and widely experienced librarian, and it would be of great advantage if in the initial stages a Unesco library expert could be provided to work in conjunction with an Ethiopian counterpart in the formulation of policy and the building up of the library service in its early years.

14. Vital also to the continued success of the library service is an adequate supply of trained and qualified librarians to staff it. Some progress has been made in recent years in the training of librarians in Ethiopia, and the diploma course in librarianship organized by the Faculty of Education in the Haile Selassie I University has provided a limited supply of librarians qualified to fill what might be described as sub-senior posts in libraries. The knowledge and experience required for the top level posts transcends the level of competence covered by the syllabus for the diploma course, and it is
recommended that fellowships should be made available for as many Ethiopian librarians as possible, to study in university schools or colleges of librarianship in Europe or America, so that they can take over from expatriates the senior library positions in Ethiopia at the appropriate time. For the present, all the assistance that can be obtained from qualified and experienced librarians from abroad should be welcomed to expedite the rapid development of the public library service throughout the country.

15. It is understood that the present contract of Dr. C.P. Shukla, Unesco library expert under the Secondary School Teachers' Training Project, is soon due to expire, and that the diploma course in librarianship might then cease. This would be a serious loss. Many more trained librarians are required if any effective library progress in the future is to be achieved, and it is strongly urged that the contract of the Unesco library expert be continued for a further two years term, during which time an Ethiopian designated as successor will have received further training abroad under a Unesco fellowship to the United States.

16. Consideration should also be given to possible means of providing more advanced courses in librarianship leading to recognized qualifications of equivalent standard to the American Bachelor of Library Science or the British Fellowship of the Library Association, either within Ethiopia itself, or jointly with other African countries on an agreed basis.

RECOMMENDATIONS

17. The public library service for the rural areas should be linked with the agencies responsible for the improvement of literacy in the country - in particular the department of literacy and adult education under the Ministry of Education, and the United Nations Special Fund for werk-orientated literacy.

18. There should be the widest possible distribution of simple books in the Amharic language, with a range of subject interest to cater for the varied needs of the adult population, and a simplified vocabulary suited to the reading abilities of recently acquired skills in literacy.

19. Since there is at present an insufficient supply of books in the Amharic language, all practicable steps should be taken to encourage the writing of Amharic books, both practical and cultural, and the translation of appropriate titles from other languages into Amharic. This might be done by holding competitions for new writing, with prizes and guarantees of publication for winning entries.

20. The publishing of books in Amharic should be stimulated in every possible way, in particular by guarantees where appropriate by the Ministry of Education for the purchase of an agreed minimum number of copies of suitable titles.

21. For some years to come, the public library service in rural areas and small towns should be channelled through the schools, making it doubly urgent that school libraries be improved. Hours of opening should be extended to include evenings and weekends.

22. A public library service for the whole country should be established by legal enactment at an early date, through the creation of a Public Libraries Board with powers to organize and administer public libraries throughout the Empire.
23. The Board should be appointed by the Minister of Education, with representatives of the Ministries of Education, Community Development, Interior and Finance, the National Library (should it continue as a separate organization), the Haile Selassie I University, the municipality of Addis Ababa, and any other educational or cultural bodies considered desirable. The Board would be concerned mainly with policy and planning and would submit its budget annually either to the Council of Ministers or the Ministry of Finance.

24. The Board would appoint a director, who must be a fully qualified and experienced librarian, to be its executive officer. He should be a non-voting member of the Board, responsible for carrying out its approved plans, and for advising it in all aspects of library development. The director should have full responsibility for the selection and purchase of books, appointment and control of staff, and all matters pertaining to the efficient running of the library service.

25. Early consideration should be given for plans to provide a worthy public library building with generous reading room accommodation in Addis Ababa and in Asmara, and later on, in other provincial capitals, which would serve as regional libraries for their province, and on which, in due course, mobile library services could be based. Every encouragement should be given for close co-operation between the Board and municipalities in the development of libraries, and it is envisaged that municipalities might be willing to provide capital for the erection of library buildings in their areas.

26. A central library headquarters should be established in Addis Ababa, from which the whole library operation would be administered, with centralized book ordering, cataloguing, classification and distribution, a bibliographical service for dissemination of information, and an interlending system for specialized books between all libraries in the country.

27. In the early stages of development, a Unesco library expert should be provided to share with an Ethiopian counterpart the onerous duties of director.

28. As many fellowships as possible should be made available to suitably qualified or trained Ethiopian librarians, to study abroad and obtain recognized qualifications to fit them for high executive posts in the expanding library service.

29. The present contract of the Unesco library expert under the Secondary School Teachers' Training Project should be extended for a further period, so that the diploma courses in librarianship in the Haile Selassie I University may be continued and expanded.

30. Consideration should be given to the provision of more advanced courses in librarianship, either in Ethiopia or in collaboration with other African States, leading to qualification of equivalent standard to the American B.L.S. or the British F.L.A.

31. It is impossible to compile any helpful figure of initial costs of the public library service, which will depend on the rate of development, the degree of co-operation achieved from municipalities, and the extent of external financial assistance available. Capital expenditure would be heavy, and annual running costs in the early years could hardly be less than $500,000 a figure which will steadily increase with the growth of the service.

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D. THE NATIONAL LIBRARY

1. Founded by His Imperial Majesty Emperor Haile Selassie I in 1944, the National Library is under the control of a Minister of the Crown, who is also responsible for the National Museum and the Institute of Archaeology. The library inherited a useful collection of Italian literature from the years of the occupation, and also has a considerable number of volumes in the French language. According to statistics supplied by the Administrative Director, the total number of books in stock is 83,300, of which 19,900 volumes are in the public library department and 63,400 in the research department. The public library department possesses 3,000 volumes in Amharic language (including duplicates), and the research department has 2,154 different items in Amharic, with an additional number of manuscripts in Geez and Amharic totaling 240 items.

2. As indicated above, the National Library from the first has attempted to carry out a dual rôle. Its original name was the National Public Library, and one of its functions has been to provide for the public of Addis Ababa a home lending service. A deposit of ten dollars is demanded as a condition of membership, plus a registration fee of one dollar, which entitle members to borrow two books at a time. The total number of registered readers is 600. Hours of opening are 9 a.m. - 1 p.m. and 3-7 p.m. daily (9 a.m. - 1 p.m. on Sundays). No statistics are available on the number of books issued for home reading.

3. The public library department is housed in a spacious reading room, with massive oak stained glass covered book cases reaching to ceiling height, and inconvenient in use. The room is designed and very largely used as a reading room for study with seating accommodation for 200, rather than the lending department of a public library. Book display is almost non-existent and the unattractiveness and lack of appeal of much of the stock are not conducive to widespread borrowing. For a town of 600,000 inhabitants, the meagre membership figure of 600 gives a clear indication of the failure of the service to meet the needs of the population, especially when compared with a figure of 1,000 external members in the university library, which is not primarily designed as a public library service at all, or with the 5,000 members who use the library service offered by the British Council and the 6,000 memberships of the American library. The condition of the catalogues in the public library department leaves much to be desired, the cabinets being casually placed on top of a cupboard in the vestibule, and moved around by readers who must consult them to fill in the application form required for every book issued. The continuous handling involved has left the cards in a very soiled condition.

4. The building in which the National Library is housed was originally designed, it is said, as an Italian Hospital, and is unsuitable for its present purpose. There is no clearly marked main entrance, and the visitor can wander unguided through long corridors in search of his particular requirement. The books in the research department are scattered between a number of small rooms, with quite inadequate facilities for browsing or for study. The shelving is crowded, high and inconvenient in use. Only part of the stock is classified and there is a very serious backlog of arrears in cataloguing. No systematic attempt is made to build up a representative stock of world literature, and the absence of a copyright law of legal deposit gives no guarantee that even the collection of books published in Ethiopia is complete.

5. The shelving available for existing stocks is insufficient to house the books adequately. Volumes are shelved in double sequences and large files of documents still clutter the floor of several rooms. The lack of space and the
apparent inability of the staff to cope with additions to stock led to the
cancellation some years ago of the privilege to receive official Unesco docu-
ments, which are now deposited instead in the Haile Selassie I University
Library. It is only fair to add that some attempt is belatedly being made to
improve the situation by the transfer of books to larger rooms formerly used
as offices, but at best this can only be a temporary palliative.

6. There is a separate children's department in a wooden building in the
grounds which also houses a collection of books in braille for the use of the
blind. Both are used as reading rooms, with a meagre collection of tattered
picture books and no stock for home issue. Other huts in the grounds accommo-
date a home bindery.

7. No annual reports are published by the National Library, and it is
accordingly difficult to obtain an exact and detailed account of its functioning.
According to information supplied by the Administrative Director, a total of
$741,800 was expended on salaries over the past five years - an average of
$149,560 per annum, while $41,620 was spent on the purchase of books - an
average of $8,324 per annum. This average was boosted by an exceptional alloca-
tion of $22,000 in 1968, the average for the previous four years being $4,831.
It appears that the budget allocation for the book fund has been frequently used
for other purposes and I was informed that on several occasions in recent years,
no books at all were purchased for the research department.

8. From these figures of the Administrative Director, it is clear that far
too great a proportion of available funds is expended on salaries. There is a
total of 71 persons on the payroll - an excessive figure when measured against
the use made of the service. The library was run by the Minister, two assistant
ministers, two directors-general and a secretary, all senior in status to the
librarian and, I was informed, liable to take important administrative and pro-
fessional decisions over his head and without his prior knowledge, even on such
fundamental matters as recruitment of staff and the granting of leave. The
staff structure is top-heavy. There are only three trained librarians, whose
professional skill is to some degree nullified by the limited responsibility
accorded to them in administering the library service and controlling the staff.
It is an illogical situation that a qualified librarian should be overruled by
the arbitrary decision of directors with no knowledge of the skills required
for effective and efficient library administration. Here is one of the root
causes of the present inefficiency of the National Library service.

9. The essential functions of a National Library might be summarized as
follows:

(a) The collection and preservation of locally produced printed
materials.

(b) The collection and preservation of all books wherever published
dealing with any aspect of the country.

(c) The collection and preservation for reference use of a representa-
tive stock of the significant literature of all countries.

(d) The provision of a comprehensive and up-to-date collection in current
ditions of quick reference material, such as encyclopaedias, dictionaries,
year books, directories, etc.
(e) The bibliographical recording of the national literature, and the preparation and publication of bibliographies in special fields of study.

(f) The encouragement of bibliographical research and development in both national and subject bibliographical studies.

(g) The organization of facilities for international exchange of publications.

(h) The organization of a national and international system for the interlending of books.

(i) The responsibility for schemes of development and provision of courses and facilities for the professional training of librarians.

10. In respect of functions (a) and (b) above, the National Library has attained only partial success, hampered as it is by the absence of any law for the legal deposit of books. An ordinance for this purpose has been drafted laying down that two copies of every book printed within the Empire should be delivered to the National Library and two copies to the Institute of Ethiopian Studies in the Haile Selassie I University. It is strongly urged that this ordinance be passed into law at the very earliest opportunity. Meantime, more strenuous efforts could be made to trace and acquire publications in Amharic, and even more, books on Ethiopia published abroad, the present collections in both categories being far from complete.

11. The collection and preservation of Ethiopian literature (both native and imported) is also one of the major functions of the Institute of Ethiopian Studies, which was created in 1961 to act as a centre for research on Ethiopia. It is a department of Haile Selassie I University, and its library incorporated into the University Library in 1967, and with university resources behind it, had by 1968 built up a collection of some 12,000 volumes, adequately shelved in spacious premises with generous provision for consultation and study, well cared for and fully catalogued, in contrast to the congested and inconveniently arranged Ethiopia collection in the National Library. Indeed, in the seven short years of its existence, the Institute has acquired a more complete and embracive collection of Ethiopian literature and manuscripts than the National Library has been able to acquire in 25 years. Equally important, the facilities for research at the Institute are much superior to those of the National Library.

12. With regard to the remaining functions of a National Library set out in paragraph 8, the National Library of Ethiopia has dismally failed. The general stock of books is far inferior to that of the university library. Its cataloguing is dilatory and incomplete. No printed bibliographical work has been produced in the quarter of a century of its existence, in contrast to the annual bibliographies of Ethiopian publications compiled by the staff of the Institute of Ethiopian Studies and published by the Haile Selassie I University, and the equally useful Register of Current Research on Ethiopia and the Horn of Africa, produced at intervals from the same source. The only interchange of publications undertaken on an international scale is organized through the university, which also accepts responsibility through the courses in librarianship offered by the faculty of education for the training of professional librarians. The university library at the present stage of development would hesitate to lay claim to any degree of comprehensiveness for its collections of quick reference material, encyclopaedias, year books, etc., but it is far superior to the meagre and out-of-date supplies in the National Library.
13. The unhappy truth is that the National Library is not now fulfilling any of the accepted functions of a National Library service, chiefly because the funds available are insufficient for this purpose, aggravated by the fact that such funds as are available are being unwisely expanded on a top-heavy salaries structure with a consequently inadequate book allocation.

14. In these circumstances, serious consideration should be given to the question whether in the true interests of future library development in the country, the National Library in its present form should be continued. Its functions as a collector and custodian of the national literature and as a centre for bibliographical research and publication are already being more efficiently executed and have in reality been largely usurped by the Institute of Ethiopian Studies. As has been pointed out elsewhere, it is not in the national interest that two rival institutions should be in competition to build up exhaustive collections of scarce Ethiopiana to serve the needs of a comparatively small group of research workers. And as for the function of the national library as a general reference collection useful to students, this is much better catered for in the main university library and in the departmental libraries which support it.

15. The above facts point to the conclusion that the university library might assume responsibility for these "national" and reference functions, that the stocks of both institutions could be merged and accommodated in the new John F. Kennedy Memorial Library, and that the public library should be transferred to the Public Libraries Board proposed earlier in this report.

16. The present National Library building, though meantime unsuitable for its purpose, could be adapted to serve effectively as the headquarters of the Public Libraries Board, with adequate space for administrative offices, book stores, cataloguing department, etc., and there is plenty of space in the grounds for future expansion. The present reading room, if properly redesigned and re-shelved, would make an excellent central public library for Addis Ababa, which, as opportunity and available funds permit, could be supplemented by branch libraries in other areas of the city.

17. Much of the present book stock in the public library department of the National Library is obsolescent and unsuitable for modern use. The stock should be weeded out, and books with relevance to present day requirements should be retained as the basic stock of the reconstituted public library service. The remainder could either be held as reserve stock for national interlending, or offered to the university for research purposes.

18. The existing annual budget of the National Library, amounting to some $260,000, if made available to the new Public Library Board, would form a useful initial contribution to finance a reorganized national public libraries system on approved modern lines, controlled by a representative body established by law, and administered by an experienced and qualified librarian versed in the professional requirements of an efficient, expanding and eventually embracive national library service.

19. Amongst the other duties of the Public Library Board, and high on the list of priorities, would be the creation of a central bibliographical bureau for the initiation and encouragement of bibliographical study and research, a central cataloguing department which could facilitate the production of a national bibliography, the organization of an interlending system between all libraries, public and private, throughout the Empire and co-operating libraries abroad, and the sponsoring of adequate schemes of professional training for librarians, both in Ethiopia and by study abroad.
RECOMMENDATIONS

20. As a matter of urgency, an ordinance for the Legal deposit of books should be passed into law with the greatest possible speed, making it a legal responsibility on all publishers and/or printers that two copies of every book printed within the Empire should be delivered to the National Library and two copies to the Institute of Ethiopian Studies in the Haile Selassie I University. If at a later stage, the functions of the National Library be transferred, two copies should be delivered to the Public Libraries Board Central Office.

21. In the interests of efficiency and economy, consideration should be given to a proposal to merge the research department of the National Library with Haile Selassie I University Library, and the Ethiopian collection with the Institute of Ethiopian Studies within the university.

22. Should a new public library board be established as recommended in this report, the public library department of the National Library should be transferred to the Board, and the present building should be made available for use as the Board headquarters and the central public library for Addis Ababa. In this case, much of the book stock of the Research Department could be retained for use of the Public Library Board.

23. The present annual budget of the National Library should be transferred to the Public Libraries Board as an initial contribution towards their finances.

24. High on the list of priorities for the new Public Libraries Board should be the "national" functions at present neglected by the National Library - creation of a bibliographical bureau for study and research; central union catalogue department as basis for a national bibliography: organization of an interlending system, national and international; encouragement and organization of effective schemes of training for professional librarians.

E. SUMMARY OF RECOMMENDATIONS

School libraries

1. A school libraries department should be set up within the Ministry of Education under the control of a qualified and experienced librarian, to organize and supervise the school library service and to select and allocate the book stock.

2. Greatly increased provision of library books is essential, both by purchase and by gift. An annual allocation of funds for the purchase of school library books should be included in the Ministry of Education's budget.

3. A central book store or depot should be established in Addis Ababa, where all books would be received (including gifts), processed and distributed with all possible speed to schools throughout the provinces.

4. Books should be classified and catalogued centrally before distribution. This would involve the appointment of additional professional staff.
5. Books should be distributed regularly and systematically, with due regard to suitability in respect of standard of reading ability and subject interest of the students who will use them.

6. The mobile library van offered as a gift by the Government of Australia could be used for distribution.

7. An instructional pamphlet should be prepared and issued to all schools on the organization and effective use of school libraries and elementary library techniques.

8. All school directors throughout the Empire should be officially notified by letter that the person in charge of a school library is no longer financially responsible for lost books, and that every encouragement should be given to staff and students to make the greatest possible use of the school library.

9. The director of school libraries should visit schools in the provinces as occasion offers, and should enlist the help of provincial education officers and supervisors in establishing and improving school libraries in their areas.

10. All senior secondary schools should have a full-time librarian with some background of library training.

11. Courses of training in library methods should be given to students in the teachers training colleges under the auspices of the Ministry of Education, and vacation courses in librarianship should be organized in the summer months for teachers already qualified.

12. The best possible use should be made of graduate teachers who have taken the Minor in Librarianship as part of their teachers' training course, by posting them to schools where this skill can be used to advantage.

**Public libraries**

13. The public library service for the rural areas should be linked with the agencies responsible for the improvement of literacy in the country.

14. There should be the widest possible distribution of simple books in the Amharic language with a range of subject interest to cater for the varied needs of the adult population.

15. All practical steps should be taken to encourage the writing of Amharic books and the translation of appropriate books into Amharic, including competitions with prizes for the best new writing.

16. The publishing of books in Amharic should be stimulated in every possible way, including guarantees by the Ministry of Education for the purchase of an agreed minimum number of copies of suitable titles.

17. For some years to come, the public library service in rural areas and small towns should be channelled through the schools, where hours of opening should be extended to include evenings and weekends.

18. A Public Libraries Board should be established by legal enactment, charged with powers to organize and develop public libraries throughout the Empire.

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19. The Board should be appointed by the Ministers of Education, with representatives of the Ministries of Education, Community Development, Interior and Finance, the National Library (should it continue as a separate organization), Haile Selassie I University, the Municipality of Addis Ababa, and any other educational or cultural interests considered appropriate. The Board would be concerned mainly with policy and planning, and would submit its budget annually to the Council of Ministers or the Ministry of Finance.

20. The Executive Officer of the Board would be the director, a fully qualified and experienced librarian, who would act as secretary and be responsible for the executive control of all matters concerning the library service, under the authority of the Board.

21. A plan for future development should be prepared, including the provision of new library buildings in Addis Ababa, Asmara, and other provincial capitals, where regional libraries should be established on which mobile library services for surrounding areas could be based.

22. Close co-operation between the Board and municipalities should be established, and it is considered likely that municipalities might be willing to provide capital for the erection of library buildings in their areas.

23. A central library headquarters should be established in Addis Ababa, from which the whole library organization would be administered, with centralized cataloguing, book acquisition, bibliographical control and interlending system.

24. In the early stages of development, a Unesco library expert should be provided to share with an Ethiopian counterpart the duties of director.

25. Fellowships should be made available for the advanced training of suitably qualified and experienced librarians to fit them for high executive posts in the expanding service.

26. The contract of the Unesco expert under the Secondary School Teachers' Training Project should be extended for a further period, to enable the continuation and expansion of existing courses in librarianship at Haile Selassie I University.

27. Plans should be considered for the institution of more advanced courses of study in librarianship, either in Ethiopia, or jointly with other African States, leading to qualifications of university post-graduate standard.

**National Library**

28. Urgent steps should be taken to secure a legal enactment requiring all publishers to deliver two copies of every book printed within the Empire to the National Library, and two copies to the Institute of Ethiopian Studies in the Haile Selassie I University. If at a later stage the functions of the National Library be transferred, two copies should be delivered to the Public Libraries Board.

29. In the interests of economy and efficiency, consideration should be given to the merging of the Research Department of the National Library with the Haile Selassie I University, and the Ethiopian collections with the Institute of Ethiopian Studies.
30. Should a new Public Libraries Board be established, the Public Libraries Department of the National Library should be transferred to the Board, and the present building made available for use as the Board's headquarters and the central public library for Addis Ababa. In this case, much of the stock of the Research Department should be transferred to the Public Libraries Board.

31. The present annual budget of the National Library should be transferred to the Public Libraries Board to supplement their finances.

32. The "national" functions at present neglected by the National Library should be developed by the Public Libraries Board, viz. development of bibliographical study and research; union catalogue as basis for national bibliography; national and international interlending system; professional training of librarians.
APPENDIX

11TH JULY, 1963

An Act to establish the Tanganyika Library Services Board and to provide for matters incidental thereto and connected therewith

[..........................]

ENACTED by the Parliament of Tanganyika.

1. This Act may be cited as the Tanganyika Library Services Board Act, 1963, and shall come into operation on such date as the Minister may by notice in the Gazette appoint.

2. In this Act, unless the context otherwise requires—

“Board” means the Tanganyika Library Services Board established by section 3;

“Director” means the Director of the Tanganyika Library Services appointed under section 6;

“financial year of the Board” means a year commencing on the first day of July and ending on the next following thirtieth day of June:

Provided that the first financial year of the Board shall commence on the date of coming into operation of this Act and end on the thirtieth day of June, 1964;

“local authority” means a city or municipal council, a town council or a district council;

“Minister” means the Minister for the time being responsible for education.

3.—(1) There is hereby established a Board, which shall—

(a) be a body corporate by the name of the Tanganyika Library Services Board, with perpetual succession and a seal;

(b) in its corporate name be capable of suing and being sued; and
(c) be capable of holding, purchasing and otherwise acquiring, and disposing of any property moveable or immoveable for the purposes or in the course of the carrying out of its functions.

(2) The provisions of the Schedule hereto shall have effect as to the constitution and proceedings of, and otherwise in relation to, the Board.

4.—(1) The functions of the Board shall be to promote, establish, equip, manage, maintain and develop libraries in Tanganyika.

(2) The Board shall have power for the purpose of carrying out its functions to do all such acts as appear to it to be requisite, advantageous or convenient for or in connection with the carrying out of its functions or to be incidental or conducive to their proper discharge, and may carry on any activities in that behalf either alone or in association with any other person or body (including the Government or a local authority).

(3) For the avoidance of doubt it is hereby declared that the provisions of subsection (2) with respect to the powers of the Board relate only to its capacity as a body corporate and nothing in that subsection shall authorize the disregard by the Board of any enactment or rule of law.

5. The Board shall, within six months after the end of each financial year of the Board, make a full report to the Minister on the conduct of its business during that year, and the Minister shall lay a copy thereof before the National Assembly.

6.—(1) Subject to the provisions of subsection (2), the Board may appoint a Director of the Tanganyika Library Services who shall be the Secretary and Chief Executive Officer of the Board and who shall be entitled to be present and to speak (but not to vote) at meetings of the Board.

(2) The appointment of the Director and his terms and conditions of service shall be subject to the approval of the Minister.

(3) The Board may, from time to time, appoint on such terms and conditions as it may think fit, such officers, clerks and servants as it may consider necessary for carrying out its functions under this Act.

7. The funds and resources of the Board shall consist of—
(a) such sums as may be provided by Parliament for the purpose;
(b) any sums or property which may in any manner become payable to or vested in the Board in respect of any matter incidental to the carrying out of its functions;
(c) any sums or property which may be donated to the Board:
Provided that the Board shall not be obliged to accept a donation for a particular purpose unless it approves of the terms and conditions attached to such donation.

8.—(1) The Board may, with the approval of the Minister, and subject to such conditions as he may impose, invest such part of its funds as are not for the time being required for the purposes of its business.
(2) The powers of the Minister under this section shall be exercised with the concurrence of the Minister for the time being responsible for finance and shall extend to the amount which may be invested, the nature of the investment and the terms and conditions thereof; and the Minister's approval may be either general or limited to a particular investment.

9.—(1) The Board shall keep proper accounts and other records in relation thereto and shall prepare in respect of each financial year a statement of accounts in a form approved by the Minister, being a form which conforms with the best commercial standards.

(2) Subject to any resolution of the National Assembly under section 28 of the Exchequer and Audit Ordinance, 1961, the accounts of the Board shall be audited by auditors appointed annually by the Minister.

(3) As soon as the accounts of the Board for any financial year have been audited, the Board shall cause to be sent to the Minister a copy of the statement of accounts prepared in respect of that year together with a copy of any report made by the auditors on the statement or on the accounts.

(4) The Minister shall, within a period of six months (or such longer period as the National Assembly may by resolution appoint) after the end of the financial year of the Board to which the accounts relate, lay a copy of every such statement and report before the National Assembly.

10.—(1) All deeds, instruments, contracts and other documents shall be deemed to be duly executed by or on behalf of the Board—

(a) if sealed with the common seal of the Board and signed by two members thereof; or

(b) if executed in that behalf by one member of the Board appointed by the Board for that purpose and by the Director or any member of the staff of the Board acting in that office.

(2) A deed, instrument, contract or other document executed in accordance with subsection (1) shall, subject to any exception that may be taken thereto on any ground other than that of the competence of the party executing the same on behalf of the Board, be effectual in law to bind the Board and its successors thereto and may be varied or discharged in like manner as that in which it was executed.

11. The Board may, with the approval of the Minister, make regulations—

(a) for the better management and control of any library managed by the Board;

(b) for protecting any such library and the fittings, furniture and contents thereof from damage;

(c) for the giving of a guarantee or security by any person using any such library;

(d) for fees and penalties to be paid by any person borrowing books from any such library; and

(e) generally for the better carrying out of the purposes of this Act.
SCHEDULE

(Section 3 (2))

CONSTITUTION AND PROCEEDINGS OF THE BOARD

1.—(1) The Board shall consist of a Chairman and eight other members all of whom shall be appointed by the Minister.

(2) One member of the Board shall be nominated by the City Council of Dar es Salaam and one by the Association of Local Authorities in Tanganyika.

(3) A member of the Board shall, unless his appointment is sooner terminated by the Minister or he otherwise ceases to be a member, hold office for such period as the Minister may specify in his appointment or, if no such period is specified, for a period of three years from the date of his appointment, and shall be eligible for re-appointment.

(4) Any member of the Board may at any time resign by giving notice in writing to the Minister and from the date specified in the notice or, if no date is specified, from the date of the receipt by the Minister of the notice, he shall cease to be a member of the Board.

(5) If any member of the Board is without the permission of the Board absent from more than four consecutive meetings of the Board or without such permission is absent from Tanganyika for a period exceeding one year he shall cease to be a member of the Board.

2. Where any member of the Board ceases to be a member before the normal expiration of his term of office, the Minister after consulting the Board may appoint another person in his stead to hold office until such first-named person's term of office would have expired had he not ceased to be a member as aforesaid.

3.—(1) The Board shall meet at such times as may be necessary or expedient for the transaction of business.

(2) At any meeting of the Board five members thereof shall constitute a quorum.

(3) The Board may elect any member thereof to be Vice-Chairman of the Board.

(4) At any meeting of the Board the Chairman shall preside or, in the absence of the Chairman, if a Vice-Chairman has been elected the Vice-Chairman shall preside or, if no Vice-Chairman has been elected or if the Vice-Chairman is also absent, the members present at the meeting shall elect one of their number to be Chairman for that meeting.

(5) In the event of an equality of votes, the Chairman of the meeting shall have a casting vote in addition to his deliberative vote.

(6) Minutes in proper form of each meeting of the Board shall be kept and shall be confirmed by the Board at the next meeting and signed by the Chairman of that meeting.

(7) Subject to the provisions of this paragraph and to any directions given by the Minister, the Board may regulate its own procedure.

4. The Minister may, on the advice of the Board, by order published in the Gazette, from time to time vary the constitution of the Board.

5. Subject to the provisions of paragraph 3 relating to a quorum, the Board may act notwithstanding any vacancy in the membership thereof and no act or proceeding of the Board shall be invalid by reason only of some defect in the appointment of a person who purports to be a member thereof.

6. The members of the Board shall be paid out of the funds thereof such expenses as the Minister may from time to time determine.

Passed in the National Assembly on the twenty-fifth day of June, 1963.

Y. Osman,
Acting Clerk of the National Assembly

Printed by the Government Printer, Dar es Salaam.—Price 40 cents