Development of Public Library Services

by P. Havard-Williams

Serial No. FMR/PGI/83/303

United Nations Educational, Scientific and Cultural Organization

Paris, 1984
SIERRA LEONE

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Report prepared for the Government of the Republic of Sierra Leone by the United Nations Educational, Scientific and Cultural Organization (Unesco)

UNESCO
Acknowledgements

His Excellency the President was kind enough to give twenty minutes or so of his time, and listened most courteously to my proposals.

The consultant must acknowledge first and foremost the outstanding organisation of the consultancy period by Mrs. Gloria Dillsworth, Chief Librarian of the Sierra Leone Library Board. She had only a day's warning of the visit, but the number of persons seen during the visit is real evidence of her work. Mr. Kai-Rogers welcomed me to Sierra Leone and accompanied me on visits to the UNDP office, the Hon. Minister of Education and last but not least, the President. The Hon. Minister of Development received me and we were able to discuss possibilities of funding. The Principal of Fourah Bay College discussed problems of university libraries and the concept of a national library service. Mr. Kamara of Njala University College, and Mr. Peter Dimoh, Registrar, of the University of Sierra Leone also discussed university library problems with me. A number of Principals of Schools, Librarians and others listed in Appendix 11 gave their time often with very little notice. Transport for part of the visit was very kindly provided by the Director of the Institute of Education. It is to be hoped their views and opinions are reflected in the report, together with a judicious mixture of new proposals which an outsider's view can give. A report of this kind however, is only a beginning: the relevance of its recommendations will be testified by the results which follow.
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INTRODUCTION

1. The mission described in the present report was carried out from 18 July to 17 August 1983 at the request of the Government of Sierra Leone, and was funded by Unesco under its Participation Programme for 1981-1983. The objectives of the visit to Sierra Leone were as follows:
   a) to evaluate the present state of library services;
   b) to prepare a long-term plan for a nationwide development of the country's public library services.

Background

2. Every library service forms part of a community, and its aims and objectives must be consonant with the overall needs of the community it serves. This applies to an educational institution, or to industrial and commercial firms. It equally applies to a national library service. Some background to the service offered is therefore worthwhile both to Unesco (and to the consultant) even though it may seem otiose to those to whom the report is primarily addressed: if nothing else, it communicates a perception which is stated at the outset.

3. Sierra Leone is a relatively small country of 27,925 square miles (73,326 square kilometres) between 7° and 10° latitude north and 10° and 13° longitude west.

"The Sierra Leone peninsula, a small mountainous lump forming the south shore of a wide estuary, protrudes abruptly from the West Africa coast. The surrounding country is flat, swampy near the sea, for fifty to eighty miles inland. Then it rises, forming here and there mountains higher than those on the peninsula. From them flow roughly parallel rivers, which divide rather than open the country, in that
until twenty or thirty miles of the Atlantic, rocks and rapids obstruct any but the shallowest craft.\(^{(1)}\) 

4. Sierra Leone has a population of about 3.5 million of whom roughly half are under twenty years of age; the birth rate in 1978 was 46 per 1000, the death rate 26 per 100, making the increase 20 per 1000 annually. It was reckoned that there was a working population (aged 14-60) of 1.8 million, of whom 1.01 million or (56%) were gainfully employed.\(^{(2)}\) The country is bordered on the north and the east by the Republic of Guinea and on the south by the Republic of Liberia. It is divided into three provinces (Northern, Eastern and Southern) and the Western Area (metropolitan Freetown), the latter together with Kono (the mining area) being the most densely populated with over 150 persons to the square mile (or over 58 to the square kilometre). The north-east corner (Koinadugu district) is least populated with 30-59 persons per square mile (or 11-22 per square kilometre), but even this cannot be said to be sparsely populated.\(^{(3)}\) Overall, the country is one of Africa's most densely populated, with about 125 persons per square mile (or 48 per square kilometre).

5. Sierra Leone is a Republic, whose President has been at the head of affairs since soon after Independence in 1961. President Siaka Stevens, GCRSL, DCL, who is Supreme Head of State and Commander-in-Chief of the Armed Forces, was elected as the first executive President in 1971 when the country became a Republic, and his position has been confirmed by successive elections since that date. Sierra Leone is a parliamentary democracy with a one party unicameral legislature in which eighty-five...
Members are elected on a constituency basis, twelve are Paramount Chiefs (representing the administrative districts), up to seven Members nominated by the President, and a Speaker (Chairman) elected by Members of Parliament, but not necessarily from among them. The main domestic objective of the administration has been, and remains the unification of the country through reconciliation, and development of the economy in the hands of Sierra Leonian citizens.

6. The economy of the country is heavily dependant on agriculture, which contributes about 40% to the GNP - with nearly 14% from tourism, 11% from communications, 10% from mining, with the remaining 25% from manufacture, construction, finance and government services.

Educational programme

7. The educational programme of the country has developed considerably over the past ten to fifteen years. Enrolment in primary schools rose from 1968 to 1977 from 30% to 40% of the primary school age group population, the secondary school population rose by over 100%, and the population in tertiary education by 85%. Yet it is sad to record that in spite of the great efforts of the Government, there is still considerable illiteracy, and that 50%-60% of school age children are not attending schools at the primary level, and the great majority are not attending school at secondary level.

8. In order to put these statistics into some perspective, the following figures for countries with comparable populations, but not necessarily
with comparable conditions, are offered as one point of reference.

(Table overleaf)

9. The library service in any developing country has to be seen first in the context of education. Educational opportunities are eagerly sought after by a high proportion of the great mass of the people to ameliorate their conditions of life, yet conditions of receiving the benefits of those opportunities are stringent. Resources are scarce and, in spite of the efforts on the part of ministers, politicians and members of the public service, the proportions of the GNP spent on education are not always increasing in proportion to the size of the age group which is in need of education, e.g. in Sierra Leone only 4% of the GNP is allocated for the education of 50% of the population. Of course one must not exaggerate the position, for the young derive other benefits from the society in which they live. But how are the foundations of a modern state - which is fundamentally its people - to be laid in the continuous evolutionary way that is needed when the resources devoted to education do not match the needs of a population constantly increasing at the 'youngest end'?

Libraries provide 'do-it-yourself' education

10. This is where library services are so important. Library services provide, in the first instance, a do-it-yourself educational service. It is through the public library that many a citizen has, with a minimal basis of education, managed to master novel and/or complex ideas and technologies, broaden his or her vision, and contribute more fruitfully to the development of the society of which he or she is/has been a part.
Lectures and lessons, practical work and laboratories contribute to the development of the pupil or the student but, if the absorption of the knowledge by the student is to be successful, further reading in the library is essential. In business, commerce and industry, research and development are a necessary adjunct of successful operation, and an information service is essential to keep in touch with world developments. Particularly, this is true in developing countries, where much of the basic work in these fields is not yet being done, but where information about it is needed if real progress is to be made. In Sierra Leone, for instance, information is needed about agriculture, mining, tourism, management, industrial relations, education, building and construction, if the country is to maintain its position economically, and provide the very necessary resources for the education of that 50% of the population that needs it, in order for the nation as a whole to build on a secure future based on a mixed and indigenous economy. Libraries can provide the 'running maintenance' and thus increase the 'investment value' of education on which the State pays nearly one fifth of its budget.

Libraries and Information

11. But a library today, if it is to play a role in the real world must be more than a collection of books. Knowledge has become so complex that, even in the ordinary affairs of life, the average citizen needs assistance not only in finding ways of acquiring information, but also in ways of managing it. Information is inert, it does not always jump immediately to the eye. Intermediaries are required both to retrieve it
and to repackage it in a form appropriate to the user. This is not only true in the public library dealing with, for example, basic agricultural and horticultural information, community information, business information, technical information; it is equally true of the academic library, where guidance to readers has developed through various forms of user education to guide the undergraduate, and of information services to help the teaching and research staff. This role of 'exploiting resources' has been known for a long time in industrial and other special libraries, where information officers (frequently with specialised knowledge) are reinforcing the work of librarians.

Moreover, the notion of service to the user (rather than the reader) has changed. Thirty years ago, it was, on the whole, sufficient to provide a book-stock, and let the users come and get what they wanted either by borrowing materials or by using them in the library, purposefully or by merely browsing. This was true both of public libraries and of the libraries of educational institutions, though not of special libraries. Today, we need to know who are our readers by doing some market research and provide accordingly. We certainly are expected to provide something more than a book service, to provide in short a service which is a real contribution to the society in which our library and information service is placed, in terms of society's economic, technical and commercial needs (including the needs both of management and the trade unions) its educational needs, its recreational wants and its needs for a collective cultural memory, maintaining an archive of the nation's book production, audio visual material and archival material (in as far
as this is not catered for elsewhere).

The Sierra Leone Library Board

13. The Sierra Leone Library Board\(^{(4)}\) was set up arising out of a seminar on
the public library in Africa held at Ibadan and funded by Unesco\(^{(5)}\) but
more directly as the result of a Government White Paper on Educational
Development published in 1958. This outlined the functions of a National
Library Service as follows: it was to seek
(a) to support and reinforce programmes of adult and fundamental
   education;
(b) to provide effective service to children and young people, including
   requisite services for schools;
(c) to provide much needed information and reference services;
(d) to promote and stimulate reading for pleasure and recreation;
(e) to provide, where needed, adequate services for special groups i.e.
   women and girls, language groups, etc.\(^{(6)}\)

14. An Ordinance\(^{(7)}\) to establish the Sierra Leone Library Board was assented
to by the Governor on 9 June 1959. The Board was to consist of a
Chairman and fourteen other members, who were to hold office for three
year periods appointed by the Minister of Education. The Chairman and
five members constituted a quorum, and provision was made for an
executive committee of five members. 'The Chief Librarian shall be
Secretary' (para.14(1)). The Board itself was to meet three times a
year, and furnish an annual report to the Minister for transmission to
Parliament. The Board still operates under this Ordinance and under an
Act of 1967, and its members currently are:

Mr. John W. Davies (Chairman)
The British Council Representative, Mr. B.T. Chadwick
The Chief Education Officer or his/her Representative
The Librarian, Fourah Bay College (Mrs. Gladys Jusu-Sheriff)
The Librarian, Njala University College (Acting Librarian, Mr. Patrick Saidu)
The Development Secretary or his Representative
Hon. P.C. J.K. Boima, Kakua Chiefdom
P.C. S.L. Matturi, Resident Director, Diamond Co-operation, Freetown
Mr. H.E. Ndoko, Gbangbama, Fakunya Chiefdom, Gandorhun, Via Moyamba
Mr. Daramy Rogers, Bo
Hon. L.S. Fofanah, Freetown
Mr. S.B.B. Dumbuya, St. Edwards Secondary School, Freetown
Mr. U.S.A. Kargbo, Milton Margai Teachers College
Mr. William Conton, Freetown
Dr. Oju Mends, Committee of Management, Freetown City Council

15. Paragraph 18 states: It shall be the duty of the Board to take all such steps as may be necessary to establish, equip, manage and maintain libraries in Sierra Leone.

16. The Board, which had been modelled on the Ghana Library Board, met for the first time in August 1959, and invited Miss E.J.A. Evans, Director of the Ghana Board, to survey the library situation in Sierra Leone and make appropriate recommendations. In December 1960, following Miss Evans'
report, Mr. J.T. Strickland, who was Miss Evans' deputy in Ghana was appointed Chief Librarian. Mr. Kamara writes

"During the years 1961/62, the Board showed progress in almost every sphere of its activities - books, staff and buildings. In more detail, it saw the inauguration of the Primary School Service; the opening of a few part-time branch libraries in the provinces; the holding of a course for school librarians in Bo and the amendment of the Publications Ordinance in which the Board was asked to create a depository library.

On the 10th January 1964, the new central library building was officially opened to the public. During the opening ceremony, the then Minister of Education, Mr. A. Wurie had this to say:

Before I conclude, I should like to indicate very briefly the principle behind my ministry's strong support of the Library Board. The aim of school education and the Board are in my view overlapping and complementary. Classroom teaching on its own will never produce a trained and receptive mind. The teacher can at most provide the framework, the skeleton, but it is reading that provides the flesh and blood. I am now going to risk a quotation: it is from Bacon, but not the familiar one: 'Read not to contradict and confuse: nor to believe and take for granted; nor to find talk and discourse but to weigh and consider' (Sierra Leone Library Board, 1963/64 p.2)\(^8\).

17. Already, however, the Board had looked towards development in the Provinces, and regional libraries were established successively in Bo
(1962) - taken over from the British Council - Kenema (1964) - built partly with funds from the Indian community and named the Tagore library - and Makeni (1966). Part-time branches were established gradually: by 1973 there were eight, and there are now ten. The last of these were the Kissy Branch Library at the Kissy Low Cost Housing Estate opened on 11 January 1980, and the Bumbuna Branch Library, Tonkolili District, Northern Province opened on 14 June 1980. Both were inaugurated by the Honourable Minister of Education, Mr. Abdul Karim Koroma. Funds for the Kissy Library were provided by the British Government. The Bumbuna Library was a self-help project 'spearheaded by a young and energetic Peace Corps Volunteer Miss Nancy Maider'.(9) Revenue for current expenditure and development has come from the Government on the recommendation of the Minister of Education and has risen from about Le9,000 in 1961/62 to Le214,000 in 1982/83. There are now twelve professional staff including the Chief Librarian, Deputy Chief Librarian, Principal Librarian (Superintendent of Branches) and nine Librarians. There are about forty support staff (library assistants, clerical staff, porters, drivers, cleaners).

18. The Central Library Building, designed by Mr. Jarett-Yaskey of the Ministry of Works is, from an architectural point of view, a fine reinforced concrete frame building on two floors, with a floor area of about 15000 sq.ft. It was planned with somewhat outdated ideas of library planning, and is a fixed function building not flexible for changing needs. Inside, it needs great deal of renovation, repair and decoration. Proposals for replanning the library building are included in Recommendations Nos. 19 and 20. This would be much cheaper than a new building, and more realistic in present stringent times.
19. The following extract from Mr. Kamara's dissertation describes the Service for Primary Schools:

"The provision of a National Library service will seek to serve the following main purposes.... (b) to provide effective service for children and young people, including requisite services for schools" (Sierra Leone Library Board.)

20. The above quotation became a dream come true when the Board as a primary activity, inaugurated the above named service. Though it was still in the stage of infancy, the Board was imbued with the idea that the early formation of the reading habit in children was indeed a necessity to the improvement of educational standards in the country. Moreover, a child who had acquired the reading habit would not only make the teacher's task easier, more meaningful and more productive, but also provide the means whereby the child could educate himself during his time in school and after.

21. And because it was desirable and perhaps mandatory that children should cultivate the habit of reading and the use of the library habit, and as the vast majority of children attend school places where there are no libraries, it is not only essential but imperative that a library be provided in the school. Another reason why this service was initiated was due to the fact that there was such a dearth of good bookshops in most parts of the country, that it was necessary to supplement these schools with books of general interest other than
their prescribed textbooks.

22. The service was established in 1961. It is slightly different from what operates in England, the United States and Scandinavian countries as it is mainly concerned with the provision of books for primary schools in small towns and villages where libraries have not been established.

23. Thus such a venture needed a plentiful supply of books as the service was based on the premise that an effective book service to children could be carried out by supplying books directly to the schools. The service covers the whole country (thirteen districts) and involves ninety thousand (90,000) children and four thousand (4,000) teachers. And in view of the fact that the headquarters library is situated in the nation's capital and that there was ample provision of books for children in Freetown and its environs, it was decided that this area should be left out of the programme for the time being. In effect, the problem was narrowed to meeting the requirements of children in the provinces and rural areas which was calculated on the basis of one book per two enrolled pupils. Adult non-fiction and fiction books are also provided for teachers on each journey.

24. The books are distributed to zoned areas by two mobile libraries. Each vehicle has a shelf capacity of two thousand volumes. The vehicles are a specially constructed metal body having interior shelving and mounted on a four ton Bedford chassis. They are constructed in such a way so as to meet the requirements of the country's road conditions which are some times hazardous to drive on
especially during the wet season.

25. The crew consist of two library assistants and two drivers who have a working knowledge of basic library routine methods - they carry out their jobs on a rota system. When the vehicle is on trek, i.e. setting out on its usual service to a certain area, the library assistant on duty offers advice and assistance on any matters arising relating to the service - for example, the choice of books or any special request that may be made by the teachers whose schools are being served.

26. When the service was inaugurated, it was automatic for all schools in the country to become part of the service. During its embryonic stage, a good number of the schools defaulted (losing books without paying for them, poor storage conditions etc.) and the Board thought fit to devise new ways to make the service more efficiently used. From then on, new schools wishing to benefit from the service had to make an application to the Sierra Leone Library Board. A school's application would only be considered after certain requirements were fulfilled - for example, reference had to be made to the school's managing authority to find out whether the headteacher making the application was of good character and also to confirm the availability of a safe storage space. Additional information required was the number of children on the roll and the number of staff in the school; and above all, whether the school was assisted by the government or not. From the answers received, the Board uses its discretionary powers to decide whether the application is accepted or rejected. It is very rare for a request to be refused.
The service involves dividing the country into thirteen districts and the number of registered schools is presently seven hundred and forty-six (746). Each registered school is visited once a year according to district zoning so as to facilitate the entire country being served by the unit during the current school year. A visit to a particular zone does not exceed one month and the length of time devoted to each school is on the average sixty minutes, depending on the school's enrolment. Owing to the fact that the roads to some schools are not motorable, headteachers of these schools are requested to meet the mobile library at accessible points - usually other schools in the area. The schedules of the trek are sent out two weeks in advance, so that the headteachers concerned can make the necessary arrangements for the stock to be changed.

Initially, books are lent for a period of one school year and on every visit, the books that are no longer required are returned and a new selection made. If for some reason there is a desire to retain the books, this can be done at the discretion of the library assistant provided the books have been kept in good condition and the previous number on loan was correct. If for some reason the books are reported missing or defaced, the headteacher will be held responsible and he will either be asked to pay for their replacement or the school will be suspended from the service. Both the selection of the children's books and the teachers' collection will be done by the library assistant who has been detailed to operate the scheduled trek - this exercise is carried out under the supervision of a professional librarian. The bookstock
comprise easy readers, fiction and subject books. The categories of books are identified by different colours - for example, easy readers have yellow book cards; fiction books are distinguished by pink cards and the subject books are marked by green cards. Such an assortment of colours results from the fact that the library assistant usually operates single handed and since a fixed number of schools are to be serviced on a particular day, it is necessary that all possible measures are taken to facilitate his work.

28. Prior to the departure of the scheduled trek from headquarters, it is necessary that all the paper work has been undertaken and that the stationery (bookcards, readers tickets, date stamps, and all other paraphernalia that facilitate the smooth running of the service) is all on board the van. On the arrival of the van at a school, the library assistant makes ready the previous transaction (books on loan to that school) in which the bookcards have been arranged alphabetically by author and title order and in case of the subject books, by the Dewey Decimal classification order. Having been notified well in advance of the mobile library's visit, the headteacher takes out his previous consignment of books in readiness for the arrival of the van. On its arrival, the library assistant immediately sets out to work by discharging and replacing the bookcards into their respective books. Subsequently, both the headteacher and the library assistant enter the van to select a new consignment for his school. For a headteacher who is co-operative, the whole exercise takes less than an hour.

29. Since from the outset the service is meant for primary school
children, choosing material for them is not an easy task. Very often, the service is almost at a breaking point when it tries to meet the demands made upon it. Among the most popular requests are the African Writers series. These are books written by African authors for African children to read and appreciate. The plots in almost all these books are of African background.

At certain times, if the library assistant has time to spare, he would deliver a short talk to the children about how books are cared for and how knowledge and the maximum pleasure can be derived from them. The Brown charging system is in use as it is the quickest method and also prepares the children for a smooth transition from the use of books in class, to the advanced stage whereby one can borrow a book from the local library (where such a service exists) for home reading.

Professor W.L. Saunders' report (1974)

In the 1970's, however, the resources available to the Board do not appear to have been on the generous scale of the 1960's. A report of Professor W.L. Saunders, working under the auspices of the British Council, in 1974 drew attention to the following points:

(i) Sierra Leone had a great and urgent need for public library services.

(ii) Libraries were important in developing literacy, in broadening acquaintance with the English language, in which 50% of the world's vast output of knowledge is written.

(iii) Libraries were important as a backup to formal education, and the effect of such formal education was being wasted through the lack of
opportunity to maintain reading ability.

(iv) Skills in handling information (characteristic of current library education) are a contribution to the development of the economy (in banks, commercial firms, industry, etc.).

(v) More staff was needed both at professional and intermediate level, but there was no adequate training (contrasted with education) for either, while salaries were unfavourable.

(vi) There was an urgent need for a national manpower policy.

(vii) Libraries were so starved of books, staff, and adequate accommodation that they are perilously near breaking point.

"...it is clear that investment in libraries is an investment in education: indeed, that money spent on education is in substantial measure wasted if not accompanied by supporting expenditure on libraries and trained librarians. It is a matter of national urgency that the present deficiencies in book stock and staffing be remedied with the greatest possible speed. The creation of an integrated national system of school, college, public, university and special libraries would be of the greatest educational and economic benefit to Sierra Leone."(11) "

Mr. Okorie's visit, 1976

32. In 1976, under Unesco's Participation Programme Mr. Kalu Okorie (Nigeria) was commissioned by Unesco to carry out a one-month consultancy mission in Sierra Leone and his terms of reference were to

a. Evaluate the present state of Library services in Sierra Leone and

b. Prepare a long term plan for nationwide development of public library
services in Sierra Leone within the NATIS (National Information Systems) framework.

33. In January 1978, Unesco informed the Sierra Leone National Commission for Unesco that shortly after completion of this mission and prior to submission of his report Mr. Okorie fell very seriously ill necessitating surgical intervention in the United Kingdom and a long period of convalescence, and that the state of his health would not permit him to produce a suitable report for submission to the Sierra Leone Government. Unesco was therefore compelled to accept the situation and assume that no report would be forthcoming. Unesco however assured the Sierra Leone National Commission for Unesco that subject to the availability of funds it would give every consideration to a request for a similar mission submitted by the Sierra Leone Government.

34. In September 1982 the Sierra Leone Government submitted a similar request under Unesco's participation programme for 1981/83.

35. The present report is the outcome of a similar consultancy with the same terms of reference.

University Libraries

36. The principal university institution is Fourah Bay College, which was founded in 1827. In 1876, the College was affiliated with the University of Durham (England). It was thus the first university institution on the West African coast, and made an international contribution to African education by accepting students from other territories. After the First World War, the College was able to provide instruction not only in basic education and theology, but also in a number of subjects in the
humanities to degree level. In 1950 it became a government institution, and also provided for the training of teachers. In 1959, the College became the University College of Sierra Leone, and in 1966 became a constituent college of the University of Sierra Leone. Its connection with the University of Durham was terminated in 1967.

The College's library, after over a hundred years of existence, includes only about 85,000 volumes. It is strongest in theology and the humanities but it has rather poor collections in other subjects, granted the size of the College (about 1,100 students). It has been greatly helped by gifts from the British and other governments. For the past few years, however, its accessions have not matched the growth of publication, the growth of knowledge, nor the needs of the staff and students. No foreign exchange has been available to purchase current numbers of journals, without which most subject teaching is crippled, and there does not appear to be much hope that this situation is about to be remedied. As the College has Faculties of Arts, Social and Economic Studies and Pure and Applied Science (including Engineering) as well as an Institute of African Studies and a Department of Extra-Mural Studies – all of which cover a wide range of disciplines – the importance of the library is considerable, especially where there is no other comparable resource. While, on paper, there are facilities for masters' and PhD programmes, these must of necessity be strictly limited where there are no library facilities to support them.

The library building is also overcrowded and an extension is needed. If
some of the crucial recommendations in the report are accepted, an extension might provide other facilities.

39. The other university institution is Njala University College, about 120 miles inland from Freetown and near Bo (the second town of the country). This is the second constituent college of the University of Sierra Leone and is of quite a different character from Fourah Bay College. It was constituted by the Njala University College Act: No.18 of 1964, and admitted its first students that year. Among its major functions are:

(i) to educate students at both degree and certificate levels, in the fields of Agriculture, Education, Home Economics, the Basic Sciences, and in the technical pursuits related thereto.

(ii) to conduct the basic and applied research necessary to bring about substantial increases in both the quantity and quality of the agricultural products of Sierra Leone...

(iii) to disseminate the knowledge gained from research and experimentation to all who can make use of and benefit from such information.(12)

40. The College, on a site connected with agricultural research, teaching and extension work going back to 1910, was made possible by funding and technical assistance from the United States Agency for International Development, working in association with the University of Illinois. The College has more than 800 students, but its expansion is constrained by the lack of classroom and dormitory (residential hall) facilities. According to the Principal, these are of an equal priority with the library. But whereas funds for the former are being sought from the
European Economic Commissions, it is understood that funding has not been sought for a new library building.

41. The library caters (unequally) for the teaching and research - but only moderately - in the Faculties of Agriculture, Education and the Basic Sciences. The collection comprises about 50,000 volumes, and is much stronger in agriculture and its related sciences than it is in education. The College's objective of providing for research and dissemination of information is severely hampered by the inadequacies of the collections. However, in nearly twenty years, it has acquired 50,000 volumes, whereas Fourah Bay College in well over a hundred years has acquired only 85,000 volumes, and these in subjects where there is a great deal more literature. These figures serve to underline the inadequacy of collections in the country generally.

42. At Njala, the collection is housed in a library building, which was never intended as such, and which has an area of rather less than 5,500 sq.ft. Negotiations have been in progress with the British Government to provide a building of about 18,000 sq.ft. but it seems unlikely now that aid will be provided. This does not make the building any the less needed, but the existing drawing by a British architect who, it appears, is inexperienced in designing libraries, indicates the need for authorities in developing countries (and where appropriate, the countries providing aid) to employ a library consultant from the inception of the project so as to ensure the most economical and most effective use of the available funds. In this case, for a fee of about £2,500 ($4,160) savings of approximately
£30,000 ($50,000) might be achieved by an experienced consultant, while as a consequence the building would be more effective and more economically maintained.

**Teachers' Colleges**

43. There are six teachers' colleges in Sierra Leone, only two of which have librarians. Milton Margai Advanced Teachers' College was set up with aid from the United Nations Special Fund (Project, letter, ref. SL1/67/1.11/ALS/MAO of 6/9/67). It now has about 600 students, and provides secondary school teachers via a three-year course. It has a library of about 10,000 volumes, of which some are in a store because of lack of space. A library building was initially scheduled in the original scheme, but was never built. There is, according to the Principal, no possibility of finding alternative accommodation but a building is badly needed: this should be listed as third priority in the building list. But for the considerable generous aid of the British Government it, too, like most of the other libraries visited, would have no recent books; and, like them, it has no recent numbers of periodicals. In all the libraries one frequently sees runs which finish about 1974. The Librarian, who has the status of a Senior Lecturer, is well thought of in the College, and has ideas for educating teacher-librarians who are badly needed in the schools. She would need another member of staff (she has only one qualified assistant librarian) with whom she could provide a part-time modular course for teachers, who would come during the Easter vacation and the Long Vacation (July-September).  

(13)
44. The other Teachers' colleges are: Freetown Teachers' College, and the colleges at Bo, Port Loko, Bunumba, and Makeni. Only the college at Port Loko has a librarian, who also teaches a course in children's literature both at the college, and at Fourah Bay College. He stated that, whereas the College subscribed to seventy-two periodicals five years ago, it now subscribes to none. The colleges visited included Bo which has a moderately good library and Freetown Teachers' College which has about 2000 volumes, many of which are duplicates intended for students as set texts. There are plans to resite the College, but there is what appears to be the usual history in these situations for educational institutions: a site intended for an educational institution somehow finds itself used for something else, and the College authorities are concerned about their proposed removal. There is not the concern one might expect about finding a qualified librarian. There should be one, and preferably two, at each college, with appropriate supporting staff.

Secondary schools

45. Some of the secondary schools have libraries and some have teacher-librarians and/or library assistants. Some (a few) schools have purpose-built separate buildings - for instance, Albert Academy at Freetown (the old school of the President) and the Government School at Bo. The library at Bo is imaginatively designed and, like that at the Albert Academy, the gift of former pupils. It is unfortunate that the buildings serve only to emphasize the lack of books. At Bo, there were books, including some given by a Canadian aid agency, but the main area was bookless.
46. The Government will pay for a library assistant qualified with the British City and Guilds Certificate, but these are hard to find. There is also a subvention of Le2 ($0.40) per pupil per annum for library purposes, but it is evident, even in the few schools that have anything that might be called a library, that the Le2 is not spent on books. Most of the newer books are the gifts of the British Council or, in one case, of the African Universities Press. Many of the gifts, it has to be said, are quite unsuitable for African schools, as they are often books for English sixth forms (often in schools where there is no sixth form). Some simpler books would be more suitable, where technical subjects are simply expounded and profusely illustrated. Many of the schools have no library at all, and a few have library accommodation and no books at all. It would be sensible to make the Sierra Leone Library Board, or its proposed successor, a central purchasing agency which would act for schools, would ensure the money intended for books was spent on books, would ensure that schools got value for money (see paras. 34 et seq.) but leave the initiative for choice with the schools.

47. There are a number of teacher-librarians, but they appear to be dissatisfied with their situation as they are not given any relief from teaching in order to supervise the library. Some are well intentioned but have no library training, and are making mistakes which will have to be rectified later on. The proposed course at Milton Margai will help with this last problem, but there needs to be some incentive scheme for teachers to become teacher-librarians: it is suggested that
(a) they should have ten periods for library work;
(b) they should be accorded the status of Senior Teacher;
(c) that due financial recognition be given to those qualifying with the proposed Certificate for Teacher-Librarians.

**Primary schools**

48. The primary schools benefit from the Schools Service run by the Sierra Leone Library Board. This Service is not only starved of books, it is starved of transport. Indeed, the Board's transport facilities are a disgrace: there is no car, there is a rickety old van, which should have been replaced two years ago at least, and two vans for the Primary Schools Service which equally should be replaced. There are about 1200 primary schools in the country: there should be a van or Land Rover (or similar) in each of the Provincial centres capable of dealing with a rather poor road system, especially difficult in the rainy season. Though distances are not great, the road system can make journeys take a long time. At present, many schools are served, but only once a year. They should be served once a term: this would require a great deal more in the way of books and transport, say, 60,000 books (50 per school) plus a reserve of 10,000 with four vans (one for each centre with one as a reserve in case of breakdowns, lack of spare parts, etc.).

**Government (Departmental) libraries**

49. It has not been possible to see all the Government (departmental) libraries, but the picture overall is not dissimilar. There are cramped conditions, lack of recent acquisitions - even the Law Officers' library
has only two periodical subscriptions currently — and there's a lack of qualified staff, or lack of any staff at all. The Ministry of Agriculture's library, with back sets of reports and other material, is, it is understood, neglected, as is the library of the Rice Research Institute at Rokupr. The latter was described as having been 'dead for ten years'. Only the Ministries of Education, Development, the Supreme Court and the Government Law Officers have librarians, together with the Bank of Sierra Leone. The Sierra Leone Broadcasting Service has a music librarian.

Connaught Hospital Library

50. The only medical library is at the Connaught Hospital. There is a capable librarian whose library exists under a great water tank which overflows in the rainy season, and regularly soaks the books and journals. The accommodation is cramped, the shelves are non-adjustable and even the shelving that is there cannot be altogether effectively used. An extension of the building is under discussion, but would be difficult — a factor sufficient to prevent any building. There are no patients' libraries. Development is badly needed here, too.

Bookshops

51. If the libraries are starved of books, so are the bookshops. The Diocesan bookshop has some textbooks, some Mills and Boon romances, a few books on African topics, stationery and what are known in the trade as 'fancy goods'. The other shops are not dissimilar, some have a little more, some a little less. The pricing system at first appears quite
haphazard until one realises that any book connected with education, and required by students, is marked up three or four times. A book costing £2.75 (just over $4.0) in England, for instance, was Le35: at Le4 to the pound is £8.75 ($14). This was in a university bookshop. In a shop in the town, a paperback costing £1.50 ($2.25) in England was priced at the curious price of Le23.60 - £5.9 or $9.44. On the other hand, a number of children's books (which looked rather old) were available at the exact equivalent in leones of the England price.

Bookshops face the problem of hard currency for books, as do libraries, for often even if libraries have the funds, these are useless because the Bank of Sierra Leone will not release hard currency in exchange to buy overseas books, and many libraries (and may be bookshops) are in debt to overseas suppliers, who refuse to supply any longer because they are not being paid. Booksellers also face a small market because a high proportion of the people are illiterate, and because there is a relatively small population (3.5m.). Currently, libraries order from overseas suppliers. It should be possible, at least experimentally over a period of about five years, for libraries to purchase current books (English and possibly American) from a limited number of Sierra Leone - in practice, Freetown - booksellers, who would be required to tender annually. This should make prices competitive, and in any case the Library Board (or its successor) should not be obliged to accept any tender. A satisfactory price would be based on the English (or American) price plus freight and perhaps a small handling charge, since the library would provide the bookseller with the correct author, title, publisher,
place and price. The bookseller would only have to pass on the list with his own instructions. A steady annual income from Government funded libraries would make a great deal of difference to the booksellers' finances, and could enable the Government to bring pressure to bear for a more equitable pricing system which would not penalise students, pupils and their families.

53. Foreign delegations, in order to ease the hard currency problems in paying for books overseas, should be encouraged to import books with their own currency and provide them to Government funded libraries and, if the conditions stated in paragraph 34 obtained, to bookshops. Agreements would have to be made between the Government and, in particular, the British and American delegations, since most of the books involved will be in the English language. The agreements would have to take into account the interests of the Association of Booksellers, but the arrangement might well ease their burden of finding foreign currency.

54. Not everyone appears to have the difficulties of obtaining hard currency shared with almost complete uniformity among libraries and booksellers. There are, it is understood, about six agencies operating a video cassette loan service, for which L.R.50 (60c) per day is charged per cassette borrowed. As there are such limited entertainment facilities available in the country as a whole, and both radio and television services are so poor (working under difficult conditions with minimal resources), video cassettes are popular among a small moneyed minority (probably not more than 3,500 subscribers, and maybe 15,000-30,000 viewers
out of a population of about 3.5m.). One of these agencies brings in cassettes at the rate of 50-70 per month, while the video cassette sets have to be sent to England for repair at the cost of air-freight, and repairs can cost as much as £300 (or $500). There appears to be hard currency for a sustained and successful commercial enterprise, which no doubt depends partly on pirated tapes for its success.

Since education is so eagerly sought after by a proportion of the population, textbooks are a special problem. They are taken, 'lost', no doubt find other fates, but they end up with street traders, second-hand, or even, maybe, on booksellers' shelves. Strict security in the distribution of text-books needs to be enforced so that the schools get the required quota of text-books which can be sold at the correct price when new. If each school has a teacher-librarian and a library assistant then these together with the vice-principal should be able to handle the operation. In the meantime, schools should be instructed to make other appropriate arrangements. The burden, indeed, of secondary education on parents lies not in the fees which are very low, but in the cost of books which, even in the lower forms can amount to Le100, a sizeable sum for a parent with several children and an annual income of, say, Le2000-Le3000. Consideration should be given to a renting scheme for text-books which would take into account the 'amortization' of books over a four-year period. If the cost of a book were Le4, it should be sold for Le3 second-hand in the second year, Le2 in the third year, and Le1 in the fourth year, when it would be written off. The average of these prices is Le2.50: if the book were lent at this price each year, the overall
return would be the same, while the school would benefit by Le6 or Le1.25 per annum. The operation of the scheme would, however, depend on strict security, the integrity of the teachers involved and strict accounting for the numbers of books involved. Books lost by pupils (or teachers) would have to be replaced. All text-books would need to be 'pin stamped' through all the pages, 'Not for resale' or 'SLG' (Sierra Leone Government) so as to be detectable if stolen.

**Indigenous Publishing**

56. One solution which would in the long term contribute to the hard currency problem is the production of books in the country. At present, there is next to nothing in the way of indigenous publishing. Some small-scale printing works publish 'one off' short books and pamphlets, while the Provincial Literary Bureau with its Bunumba Press does an excellent job in producing books and pamphlets in the vernacular languages called here 'the national languages' in particular Mende and Temne. There are other languages, but the *lingua franca* of Sierra Leone is Krio (Creole) or 'pidgin'. It is a language in its own right and the Indigenous Languages Section of the Ministry of Education is actively promoting the development of these languages with a uniform spelling, and with consultations with native speakers.

57. The Provincial Literary Bureau is supported by church funds, and receives only about 10% - or even less - from the Government. It deserves much better than this - a grant of Le50,000 would not be excessive. Not only is it producing books in the native languages, but it is also producing...
teachers' manuals and pupils' books for the promotion of adult literacy in rural areas. The scheme is imaginatively conceived in terms of teaching methods, the books are cheaply produced, but simply and well illustrated, and the management of the personnel involved seems to be extremely well-organised. At present, it is limited to some pilot areas, but funds should be made available to develop it gradually on a national basis. The content of the books is also interesting, as this deals with basic problems of hygiene and agriculture, which are essential if the country is to develop. While it was not possible to visit Bunumba Teachers' College, it is understood that similar work is being done for primary education. This too should be carefully considered and if possible encouraged.

58. There is great scope for cooperation between the Bureau and the libraries, and the Regional Librarian should begin discussion on cooperation with the Bureau as soon as possible on ways in which the libraries might promote the work of the Bureau. The Bureau itself perhaps should take a less dogmatic line in insisting on beginning its literacy work always through the national languages, e.g. in some towns, where this approach is not acceptable. But of the worth of the Bureau's work there is no doubt.

Printers and Publishers

59. Apart from the Government and government institutions, including the University and the Sierra Leone Library Board, and the Provincial Library Bureau, there is no sustained publishing done in Sierra Leone. Among the
printers, the Government Printer's Department is by far the largest, the best funded and the most efficient, and is managed by a very capable director. But 'efficient' has to be qualified, because there are long delays in production, partly because of standing Government commitments, partly because of unexpected Government demands, and partly because of the difficulty of obtaining hard currency for the different kinds of paper required and spare parts for machinery that has broken down. There are considerable resources of equipment in the Department (intertype, monotype, photo-offset, binding, etc.) and hence a variety of spare parts are required. There is strict security with regard to supplies.

**Training for printers and publishers**

60. If there is to be an indigenous publishing industry in the country, there have to be booksellers (who already exist) publishers and printers. One of the senior staff at Atlantic printers outlined the difficulties which printers faced with inexperienced and untrained staff. His tasks included many which in a well established firm in a developed country would be done by other more junior staff. Publishing is a more complex operation and would have to be learnt overseas. There is a BA course in publishing at Oxford Polytechnic concerned primarily with techniques, and an MA in publishing studies at Loughborough University, primarily for managers. There are also a number of courses in publishing in the U.S.A.

61. Consideration should, however, be given by the Government to the promotion of vocational, trade, courses for printers, binders, graphics work in publishing, photography and photo composition in order to build
Future planning

62. The position of libraries generally, it has to be faced, is a desperate one. But for the university institutions (and they are weak), book stocks are old, worn out and frequently dirty, and wholly inadequate: this is true for the libraries of the Sierra Leone Library Board, primary and secondary schools and colleges, government departments and research institutes. The country is starved of books: indeed, there are conditions of 'famine'. The problem of pilfering is publicly recognised in the country as is evident from the 1980-81 report of the Seed Multiplication project - 'as in the past, startling processing losses were experienced at all centres in seed rice receiving, drying, cleaning and bagging. This reduced gross seed harvested by 24.5%.' It is not surprising, therefore, that in this situation there is a black market in books. Books are stolen from libraries and from schools to sell on the streets often at inflated prices. A bag taken from one pupil had books totalling Le72 at replacement cost. Books are particularly important in Sierra Leone because competence in the official language, English, has to be gained against a strong tradition of the 'national languages' (vernacular languages) spoken in the home. Krio makes the problem worse because it is near but not the same as standard English. So the reading habit is essential if the educated population is to make a real contribution to the economic, professional and technological development of the country, because so much information is conveyed in English - about 50% of the world's output - is conveyed in the English language.
For Sierra Leonians it will probably represent 90% of this information. Without reading materials, all the teachers who have been met testify that currently teaching has to be oral, spoon feeding, note taking, when what is desired is to give pupils (students) the facility to find out and reason for themselves.

Professor Saunders, in his British Council report nearly ten years ago, stated that there was no integrated plan for libraries in Sierra Leone. That is still true today. There is a lack of purpose and objective because library services - certainly in the public and school library sector and to some degree elsewhere - have depended on external gifts, rather than a commitment by the Government to build up a viable service, without which a great deal of effort in education is vitiated. It has to be emphasized this is in no way to criticise the past and present librarians who have worked, and are working, in Sierra Leone. Indeed, at all levels, they have performed miracles with hopelessly inadequate resources, and with minimal official encouragement. If the present situation continues, the services will become more and more inadequate and public and school library services are in danger of dying out over a period of, say, the next five years or so.

The libraries taken as a whole appear to lack direction. As Professor W.L. Saunders put it in his 1974 report,

"The creation of an integrated, national system of school, college, public, university and special libraries would be of the greatest possible educational and economic benefit to Sierra Leone."
The problem then is where to place a national system? The Sierra Leone Library Board is responsible for what is in effect the country's public and school library service. Its only 'national library' function is the production of **Sierra Leone Publications** which, with the small number of publications, is not a heavy task. The building, however, overlooking Victoria Park, though inadequate, is central. There is the advantage, too, that the Board is appointed by the Minister on a national basis. Fourah Bay College (University of Sierra Leone) is the oldest university institution in West Africa and is regarded with some respect by Government. It has very much better collections than the Sierra Leone Library Board's library. However, it is a university library, and its first duty is to its members. It is difficult of access for the general public. There is no other practicable candidate as a national library centre, unless one were to propose a new national library, and that would seem inappropriate at the present time. One is left with what is almost an unsolvable problem.

Any one solution is going to involve money, whether from inside or outside Sierra Leone. To seek money, one must

a) have a clear picture of what the marks of a national library are;

b) have a clear series of aims and objectives as to what is to be done in the next five-ten years.

A National Library acquires publications of the country by **depot legal**

It has the most important collection of the world's literature;

It acts as the national bibliographic centre, and publishes the national bibliography;
It undertakes research in library and information science;
It is the national centre for international exchanges.

68. In what follows, the consultant is greatly indebted to his colleague, John Sizer, and in particular to his book, *An Insight into Management Accounting*.

69. With regard to a formulation of aims and objectives, it has to be stated that while these are formulated here they are not immutable or static, and need to be constantly revised and updated. The role of strategy planning and its implementation may be indicated as follows:

![Strategy Planning Diagram]

70. Long-term planning should consider a period of up to ten years (in
Before setting objectives, however, any national library service must consider its general role:

(i) It must provide the maximum service to the community;
(ii) It must foresee a constant improvement in quality;
(iii) It must limit its activities to make the best possible contribution it can;
(iv) Growth must be seen as a measure of strength and is needed for survival;
(v) Job satisfaction and security based on performance must be provided for the staff;
(vi) It must maintain an organisational environment which fosters motivation, initiative, and creativity with a desire for innovation.

In the light of these requirements for the performance of a satisfactory service in the society of which it is a part, some fundamental questions need to be asked. What kind of service does a national library service need to give in a country like Sierra Leone? What is considered to be the market for its services? This question needs to be answered in relation both to experience in the country (an historical assessment) and as the result of market surveys. Thirdly, what can be foreseen as the rate of growth? Fourthly, what should be considered as secondary objectives: what 'product development' should be foreseen? If this sounds unduly commercial, it has to be borne in mind that the nature of a developing
society should be in its development and that therefore what is required both in what is offered and in the nature of the service may be expected to change. With greater expertise, greater productivity can be planned, and the nature of management required will also change. A countrywide service will require different management skills from a service built on skeletal lines. Employee relations will change, and the changes planned for, with the development of a service.

The language of commerce may well sound strange in dealing with a 'non-profitable' service, but it has its utility in focussing on future planning. With any product, there is a limited life: there is a cycle - its introduction, the growth of the market, eventually saturation of the market, and finally decline. While the product is being introduced, the next product and the next cycle must be sought and planned: and/or the new markets. This applies to libraries whether for the general public, educational institutions, business, industry or government. Above all, there is a need to forecast the environment. It is regrettable that this kind of thinking is not characteristic of the Sierra Leone scene - understandably because for the last five even ten years, frustrations have increased, perhaps almost imperceptibly on account of an increasing need for economy both within and without the country culminating over the past two years in the lack of hard currency for any books or journals at all except in the Bank of Sierra Leone library which still subscribes to seventy-two journals! There is 'minus growth' and therefore a question of survival.
Following these general considerations, it is necessary to look at the organisation's 'capability profile', at its resources, qualitative and quantitative, and its performance potential.

A national library service in Sierra Leone must if it is to look to contributing to the economic and educational development of the country, as well as enhancing its 'quality of life' embrace not only the library service, but also include information (especially scientific documentary information in the social sciences, natural sciences and technology) and archives (preserving the unity of the cultural heritage). Only in this way will the country maintain its scientific development (e.g. in agriculture, mining and tourism) vis-a-vis other countries equally intent on development.

Secondly, library services being at such a low ebb in the country cannot but look forward to an improvement in quality - the alternative is stagnation and, finally, extinction. Areas of priority are (a) education (a fundamental need); (b) business and technical knowledge; (c) agriculture (40% of GNP); (d) literacy; and provision for illiteracy; (e) quality of life - its improvement.

How are these fundamental priorities to be met? In almost every developing country there exists a ranking of libraries, and information services:

<table>
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<tr>
<th>Non-Commonwealth countries</th>
<th>Commonwealth countries</th>
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<tr>
<td>Special (industrial) libraries</td>
<td>University libraries</td>
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The difference in the ranking is largely due to the huge investment put into university education by the British Government after the Second World War. The result of this hierarchical ranking of libraries is that any body concerned only with public and school libraries will not rate highly among government priorities. It follows that, particularly in view of the present state of the world economy, the standing of the Sierra Leone Library Board will not be high in the eyes of Government.

The General Information Programme (PGI) of Unesco, embracing both the National Information Systems (Natis) concept and Unisist (Intergovernmental Programme for Cooperation in the field of Scientific and Technological Information) has sought to bring together all types of library and information services, as well as archives, first, to provide a comprehensive service to the nation which is both effective and efficient, and secondly so that a national cooperating and organising body can present a strong case for libraries, archives and documentary information services. This relates to science and technology, the social sciences, the humanities, community information, besides the cultural heritage represented by libraries, archives and museums.

A National Library and Information System

It follows, therefore, that any national body must include those libraries considered as of prime importance to Government and to the
economic and technological development of the country as well as those in educational institutions and those primarily concerned with the quality of life. It is thus recommended that a new body should be established to coordinate the work of all Government funded libraries. The Sierra Leone Library Board should therefore be upgraded, and become the Sierra Leone Library and Information Centres Executive (SLICE). It should consist of not more than twelve members (including the Chairman) chosen from among lawyers, MP's, businessmen and others prominent in Sierra Leone both in Freetown and the Provinces. Some of the principal ministries should be represented directly or indirectly. The chief officer would be the Executive Director, who would also be a member of the Executive.

**National Library (Reference Division)**

31. A National Library should exist at the hub of the nation's archive, library and information services. It would be unrealistic, at this stage, to propose a separate national library. However, the largest collections in the country are found in the University's libraries. While their first duty is to serve their own communities, there appears to be no reason why members of the general public should not be able to read in the library and use it for reference purposes. Appropriate accommodation should be allowed for this purpose in any extension of the library building. In any case, members of the public may already use the Fourah Bay College library on the payment of a small fee, so little extra is being asked of the University. Njala University College should also be included in this arrangement, and both should be regarded as the Reference Division of the National Library. Both will need their
resources fortified to undertake this role, particularly in the field of bibliography and abstract publications. Njala University College Library should also be asked to provide an agricultural information service (for which it will need two additional staff) as a condition for getting its new building, which must be regarded as a first priority.

82. An extension is also required for the Fourah Bay College Library. This should be regarded as a second priority in terms of building. The extension to be justified should include the accommodation proposed for the general public, and purpose-built accommodation for the National Archives which, it is to be hoped, will be prepared to throw in its lot with SLICE.

National Library (Lending Division)

83. The Lending Division of the National Library should consist of the libraries now under the control of the Sierra Leone Library Board. It has been represented that the Central Library is too small. It has to be said that, at its present scale of service it is, if anything, too big - at least as a library. The lending library has had a number of shelves withdrawn because there are not even enough books to fill the shelves that remain. However, if the Government can find hard currency the situation might change, and there is every reason for inserting a mezzanine floor about 3-4m. wide to provide further accommodation. This would match the arrangement in the children's library.

84. The Reference Library equally is not over provided with materials, but
equally on this floor, mezzanine floors could be inserted, provided that an integrated stack system, with a metal deck was used. This would enable more books to be displayed and further seating places could be provided with a mezzanine floor of about 9½m. wide. The Africana Collection room needs proper shelving (at right angles to the walls) when all the material could be systematically shelved.

85. The stack room on the ground floor also needs to be shelved so that books withdrawn from the open shelves can be arranged, and new acquisitions can be sorted. These alterations are a fourth building priority.

86. The regional libraries need, it is understood, extensions, and discussions have been undertaken with the British Government. At Makeni however, like the other Provincial centres there is need not so much for a new library as additional reading space for students, and Makeni has a site about 33x66 yards or 19,600 sq.yds., or about 1,782m². In terms of sq.ft., 200 seating places would require 5,000 sq.ft., 10,000 volumes 835 sq.ft., staffing, etc. 1,367 sq.ft. (one fifth of above) balance area (stairs, internal walls, etc.) 1,800 sq.ft. total 9,000 sq.ft., 1000 sq.yards or about 909m². The remainder of the site could be landscaped and used as carpark. A building of this size, with conventional building methods, would cost about Le540,000 ($216,000). However, with a mixture of conventional (Western) and local building methods the cost could be reduced to Le180,000 ($72,000). The best shape of the building would probably be 100ft.x90ft. to minimise cost of the outside walls. In this kind of building, the corrugated metal roof is suspended on reinforced
concrete pillars or rust-proofed metal girders with supports every 12ft. (centre to centre). Additional supports might be needed in view of the width of the building. Experiments should also be made with different types of local building methods for branch libraries, e.g. mud and wattle walls, but with concrete pillars and floor, as well as laterite and cement bricks which would be suitable for the Provincial Library. This would reduce costs further, perhaps even down to Le6 per sq.ft. Each module of gross area of 16m² would cater for 6 readers or 2,000 volumes. These methods should be explored, for instance, with an architect or engineer, or even a VSO or Peace Corps architectural student. The life of these buildings could be lengthened by plastering, which of course would marginally increase the cost of the building. There needs to be a reassessment and a new look at building needs altogether. The notion that all new buildings need to be of reinforced concrete with air-conditioning is not necessary with large buildings. If careful study is made of the prevailing winds, the elevation of the building in relation to the sun and proofing of the buildings against insects at night, air-conditioning may be quite unnecessary. Mud and wattle buildings moreover it is generally well-known, are superior in terms of insulation from heat. Already an architect, Bernard Faye, studying provision of archives in the Congo has recommended mud and wattle for archive depositories. The planning of documentary storage buildings and reading areas needs to be thought of in terms appropriate to the habits and life of the country and not necessarily in terms appropriate to European countries. In England, even up to the nineteenth century cottages made of mud were constructed (and still exist) and it is to be
regretted that many of the skills have been lost. The accompanying illustration is one of several from the book by Alec Clifton-Taylor. (Appendix 9)

87. These building works raise the whole question of the role of the public library service in Sierra Leone. At present it is a dying collection, which needs a transfusion of new books in excess of the present stock. If the library service is to cater for the country, it cannot remain what it is, viz. an English public library of yesteryear. It currently caters for the educated minority and especially for students.

88. In the light of the questions raised in para. 49 et seq., if 60% of the population are illiterate, what can the library do for them? First, it can promote actively the publications of the Provincial Literary Bureau. These do not need hard currency, and make a contribution to literacy and, as mentioned above, the quality of life, particularly in the rural areas. Numbers of these books in the libraries would support the Bureau, and give the population reading matter with which they could identify. This would also help along the work of the bureau. Secondly, there are already a number of shops in the towns with cassettes for sale. The Library Service should provide a cassette service, though it might be necessary to make a small charge, in order to maintain replenishments for the service. Cassettes could include African music, classical music, children's and other stories. Video-cassettes would provide for limited clientele, but it might be an influential one.

89. The Library should begin to produce its own cassettes by getting
Paramount Chiefs and Chiefs to talk about their localities, their history and their literature, so that a library of cassettes can be built up for loan. Even more important, much of the recent history of Sierra Leone is in the mind of the President who might be approached to tell of the past. This will not only introduce a new public to the library, but it will bring the Library Services to the attention of influential people within the community which would provide much wider support than the Library Board is getting at the present time. Again, this development would not need hard currency as the cassettes could be bought by tender in large quantities at advantageous prices from the shops or wholesale suppliers.

As soon as these, or other initiatives are undertaken, and demand can be met, a vigorous publicity campaign should be undertaken by a professional publicity firm. A firm of this kind, or an alternative source of graphic design, should be used to replace all the notices in the library and to design an outside neon sign 'National Library - Lending Division' or whatever alternative is approved in due course.

In Freetown, a business and technical information and quick reference service should be set up as soon as is practical. This again would bring the library to the notice of an influential community who, with appropriate publicity, would be conscious of what the library could offer to them. In addition, an attempt should be made to provide a more sustained and developed information service by acquiring a wide range of technical and trade literature. Hard currency would be necessary for this.
But, whatever services are offered, whatever future alterations are undertaken, the central library needs a thorough clean-up. At present it looks drab and uninviting - and an illiterate population needs to be invited by an attractive building. If the main hall and upper landing were decorated, the building would immediately look better. In the longer term, the furniture needs replacing, and the Lending Library has only two rather sad arm chairs. A new spirit of enterprise needs to be developed among the staff so that they are more than sufficiently occupied. Such a situation might prevent a repetition of past staff troubles. Professional staff need to be impressed with the fact that they need to be prepared to do any job that comes along, while obviously preserving their professional contribution. Talk about policy must be followed by action.

The Regional Libraries as at present constituted hardly need extension, and the Regional Librarians appear to be underoccupied. They should be encouraged to undertake community studies of their towns (and later of their areas) and prepare reports of what they consider is really needed by the community they serve. For instance, collections of romances for adults and a collection of Ladybird books would seem to be a beginning. But systematic surveys should be undertaken possibly with the assistance or advice of the Department of Social Studies at Fourah Bay College and the Department of Education at Njala University College. Indeed, the role of Regional Librarian needs to be critically examined: if the present book famine continues, qualified librarians would better be concentrated
in Freetown to provide the services suggested above, and qualified library assistants put in their place. Alternatively, if the service is developed – with a proper supply of books, periodicals and cassettes, and a programme of the recording of oral history and literature is put into train, then the appointment of a qualified librarian (even two) at each Regional Library is justified. It would be more justified if the book supply and transport were sufficient to enable a van to be based on each Regional Library. These libraries could become real information and library centres, for small quick reference and information collections (including agriculture) would also be useful to the towns and their environs, but the present reference collections needed to be weeded, brought up to date, and expanded for this to be possible. And that would require hard currency.

94. There are ten branch libraries for an area of 27,925 square miles (or 73,326 sq. kilometres). Taking into account the Central Library and the three Regional Libraries, making a total of 14 libraries, results in one library per 1,995 sq. miles (or 5,238 sq. kilometres). With an overall population of 125 per sq. mile (or 48 per sq. kilometre) this is totally inadequate. At the same time, one must be realistic. It should be the aim to add one branch library per district over the course of the next five to ten years, depending on the prosperity of the country. Traditional building methods should be considered, provided that adequate security measures can be combined, and districts may be more prepared to devote self-help effort to libraries if these are attempting to provide books and cassettes of real interest to them. Every effort should be made to
replace rented properties with the Board's (Executive's) own premises in each of the locations. That would not need hard currency, but would need a great deal of negotiation.

95. All this depends on additional resources. Apart from building costs, there would have to be substantial increases in the book allocation and the hard currency allocated by the Bank of Sierra Leone. It has to be said that the credit of libraries in the country with overseas suppliers is not good, and that they will have to re-establish their credibility. Every effort should be made to renew journal subscriptions, as journal parts go out of print quickly, and become irreplaceable. 70,000 new books for schools alone would cost £20,000 ($35,000).

**Government Libraries**

96. Of the Ministry (or Departmental) libraries it is hard to know what to say. They are starved of books, journals, accommodation and staff. One could only hope that the Executive Director of SLICE would be able to act as professional adviser to Government Departments (without infringing on their prerogatives) and gradually secure their improvement.

**The National Archives**

97. The National Archives appear to be well-preserved and well-administered. They should be provided with purpose built accommodation in the new extension proposed for Fourah Bay College. It would strengthen their position if they were included in SLICE, but their Director would, like the other Directors (Reference Division and Lending Division) have some
freedom of action within an overall budget, since archive depositories have different practices from libraries, though it would be economic for them to share conservation facilities, the bindery, and automated facilities when these come along.

**The National Museum**

98. The inclusion of the Museum within the orbit of SLICE should also be considered by the appropriate authorities under much the same terms as the National Archives.

**The Role of the professional**

99. How is all this to be realised? No society will of itself realise its library and information needs, and librarians and other information workers cannot expect society at large to 'owe them a living'. Libraries and information centres will only get as much in the way of resources as the professionals persuade society to give them, not only by verbal contributions or reports, but also by service. In library/information terms (and not religious terms) librarians are, so to speak, missionaries in a pagan land. Like missionaries they have to persuade both by words and good works. This needs to be done both through the Sierra Leone Library and Information Centres Executive and through the active membership of the professional association which should include librarians, teacher-librarians, archivists and information scientists. At present, the base of the association is too small and an active recruitment campaign is necessary to attract those who may be active in the field but not necessarily qualified. Institutional membership should
be considered as this could bring additional funding. But for this to happen, the Association must have clear objectives and it needs to begin to think about library services on the national scale on the lines recommended in earlier paragraphs. A suitable impetus for action may, it is hoped, be found in this report which could provide a stepping off point for reconsidering of Sierra Leone library problems, not from an international viewpoint but from a local point of view by people with a personal day-to-day commitment to what is happening and to what can be made to happen. Governments react to pressures, and pressure can be brought to bear on government by professional associations which are representative, active and which support the senior members of the profession who can act after due consultation with the membership. This all requires self-commitment, self-sacrifice and the will to submerge personal differences in support of a policy duly considered and in due course agreed. This is easier said than done, but it has to be clearly understood that this kind of process is necessary to professional progress and the firm establishment of libraries and information within Sierra Leone society. It is only in this way, in the long term, that Government will respond to need - through the pressure exerted by interested parties.

**Training**

100. This professional outlook must depend on education and training. The essential training of any professional consists of three elements:

a) general education;

b) professional education;
c) professional training and practice.
For professionals, a) will be evidenced by a degree in an academic subject; b) by a professional postgraduate diploma or degree; c) by postgraduate training, and training immediately after b). For paraprofessionals, a) will be evidenced by completion of secondary education, or first year university work; b) the completion of a professional certificate or diploma, and c) by pre- and post-certificate/diploma training. It is to be noted that normally the professional librarians' or information scientists' education takes six years - a degree (three years), a year's practice, a year's professional education, and a year's apprenticeship. The salary of the librarian and information scientist should therefore be fully comparable with other professionals of similar standing.

**Education**
101. Sierra Leone is a small country with a small population, and librarianship is a small profession, there is no real case for proposing a fully professional Sierra Leone library and information studies department. Professional education will continue to have to be undertaken elsewhere or, if distance learning projects are realised, through distance learning in Sierra Leone.

**Paraprofessional education**
102. There is however a case for a paraprofessional school offering a two-year diploma, and indeed Fourah Bay College already offers classes for the British City and Guilds Certificate. While this is a certificate which
offers some evidence of training at a relatively low level, it is quite unsuitable for an African country as it is not tailored to African needs. However, the base laid by the current classes offered by Fourah Bay College offers the promise for future development, and a full-time lecturer should be appointed to organise a two-year course for which, it is understood, a programme is already prepared. In addition, a teacher-librarian's course is proposed on a part-time basis to be based at Milton Margai Teachers' College. This needs to be organised in modules so that teachers can attend each section of the course for a teacher-librarian's certificate during the school holidays with appropriate support from the Ministry of Education. The lecturer would also be able to make a considerable contribution to the course at Fourah Bay College.

Certificate for Teacher Librarians

This should be organised in five modules with a dissertation of not more than 10,000 words, e.g. -

1984
Easter
Module 1
Long Vacation
Module 2
Module 3

1985
Easter
Module 4
Long Vacation
Module 1
Module 2

1986
Easter
Module 3
Long Vacation
Module 4
Module 1

Dissertation to be begun not before completion of Module 1, not to be submitted until after completion of Module 4
Manpower

104. However, if education is made available, its outcome must be the probability of finding appropriate posts. Appropriate posts will be found in the schools, provided money is available for books and a basic reader service. In other fields, library development is needed for posts to be available. An initial, rather rudimentary attempt is made at estimating manpower needs both at professional and paraprofessional levels.

(Appendix 8)

RECOMMENDATIONS

Policy

1. The role of libraries and information centres (and archives) needs to be emphasised as organs and services which makes a vital contribution to the educational, cultural, economic and industrial life of the country, as defined in the Final Report of the NATIS Conference 1974, the Unisist Conferences 1971 and 1979 and in subsequent Unesco policy documents.

2. There should, in the light of this need and of current financial stringencies (both in countries receiving aid and those providing it), be provision for an integrated service of national, public, school, college, university and special libraries in accordance with the Unesco PGI Programme.

Administration

3. A new body - the Sierra Leone Library and Information Centres Executive (SLICE) - needs to be created:

(i) to bring into being a unified national library service
(ii) to oversee library development and the development of information centres for, e.g. agriculture, education, housing, information, medical service, mining and tourism in the Government Service.

4. The Sierra Leone Library and Information Centres Executive should consist of a Chairman and not more than eleven members, chosen from among
lawyers, MP's, provincial members, senior civil servants, (including representatives of agriculture, information and education, for example), members of the community who have high standing, and the university. Members of the Board should normally be elected for a three year period. In the first instance, four should retire after one year, four after two years and four after three years, thus ensuring a change of membership but also continuity.

5. The Sierra Leone Library and Information Centres Executive should be primarily responsible:

(i) for the Reference Function to the Public at Fourah Bay College and Njala University College (provided the University is able to agree to the terms of the proposal). Fourah Bay College Library and Njala University College Library will be the Reference Division of the National Library;

(ii) for the Lending Service at the Libraries of the Sierra Leone Library Board (provided the Board is able to agree to the terms of the proposal) the Board's Central Library and its branches will be the Lending Division of the National Library;

(iii) for the general oversight of the development of other libraries funded by the Government;

(iv) for the National Archives.

6(a) A new post of Executive Director of SLICE should be created. A Sierra Leone citizen should be if possible, appointed to the post, but if a suitable candidate with appropriate qualifications and broad experience of university, special and public libraries cannot be found, an expatriate should be appointed for a limited period to serve in the post which
should have the status of a General Manager of a public corporation. The concurrence of the University is essential.

6(b) The Executive Director should be recommended for appointment by a committee of equal numbers (recommended for appointment by the Minister of Education) representing the Government and the University (say, four each) with an independent Chairman acceptable to both. An external assessor (without vote) might also be advisable.

7. There should also be a Professional Board consisting of the Chief Librarian, Deputy Chief Librarian and a Librarian elected by the Professional (library) staff of the current Sierra Leone Library Board. The University Librarian and College and Institute Librarians of the University, the Government Archivist, the Librarian of Connaught Hospital, one of the Government Librarians (elected by the Librarians of the Government departments) one Librarian from the Government Research Institutes. The Librarian of Milton Margai Advanced Teachers' College, a Librarian from the other Teachers' Colleges (elected by the Librarians from the Teachers' Colleges), and such others as may be appropriately added from time to time. This Board should meet every two months, give opportunities for professional librarians, archivists, (and information officers when these are appointed) to advise the Executive formally, and to come together regularly for consultation among themselves. The Executive Director shall normally be Chairman, and shall maintain an electoral register of the persons qualified to vote for the election of candidates to the Board.

8. The Sierra Leone Library and Information Centres Executive should have a small fund annually (at 1983 prices, Le20,000) to encourage national
9. The organisational pattern would be:

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Ministry of Education

Sierra Leone Library and Information Centres Executive

Executive Director

Director Director Director Director

(Reference Services) (Lending Services) (National Archives) (Museum)
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Within their own organisation, the incumbants would retain their present titles, except that the Chief Librarian should be styled 'Chief Librarian, National Lending Services'.

Legislation

10. Legislation will be required to state the authority and terms of reference of the Sierra Leone Library and Information Centres Executive (SLICE), and to widen the responsibilities of the Sierra Leone Library Board.

11. Law relating to Copyright and Legal Deposit needs to be revised so as to provide adequate penalties for non-compliance, and to define the National (and University) Library as the Bibliographical Centre of the Country.

12. The Bibliographical Centre should remain with the National Library (Lending Division) and should be responsible for publishing the current National Bibliography. Any retrospective bibliography on the national scale should be the joint responsibility of the Reference and Lending Divisions.
Supplies and Suppliers

13. The Sierra Leone Library and Information Centre Executive should act as a central licensing agency for the purchase of books and non-book media (but not journals) for government funded libraries. Any arrangement should allow flexibility for libraries to order under broad guidelines set by the Executive.

14. An indigenous booktrade should be encouraged and, over a period of five years, a gradual transition should take place whereby purchases of current books (i.e. published within the last two years) for Government funded libraries will be made locally after the submission of formal tenders from a limited number of approved (licensed) bookshops. (The number could be increased if and when experience indicates.)

15. While gifts and exchanges of appropriate quality and level are most welcome additions to any library, it has to be recognised that nothing can replace a steady flow of acquisitions and up-to-date completed sets of journals and 'standing orders', brought on the basis of a well-conceived policy of acquisition. Assured and continued funding is needed for this.

16. The Government should give considerable financial encouragement to the indigenous production of books, film strips, cassettes and discs for educational purposes. Aid should be sought for training courses to be provided for printers, binders, photographers, educational technicians and recording engineers in order to stimulate indigenous production.

17. The Schools Library Service should be expanded to include a purchasing and processing service for Secondary Schools, and the present Le2 per pupil per annum should be made available so that SLICE may act on an agency basis for the Secondary Schools. Strict security should also be
applied to library/book materials intended for schools so that they are not sold to retail shops. Schools should retain books so that they can rent them to succeeding years of pupils.

Buildings

18. Aid should be sought for the renovation, refurbishing and development of the Fourah Bay College Library, which should include a substantial addition to the present building, including a Reference Room for the General Public and an office and work-room attached together with appropriate airconditioned accommodation for the National Archives. Some landscaping around the building should be provided, with the concurrence of the College and the University authorities, for car parking and a bus stop for members of the general public (as well as members of the University).

19. Aid should also be sought for the renovation of the Central Library of the Sierra Leone Library Board which should include the installation of airconditioning for reading rooms and work rooms, and the installation of some integrated stacking, allowing for a mezzanine floor in the present reference library, the Africana Collection, etc. An enclosed area in the main entrance hall should be created for a business and industrial information service, with an enquiry desk, a small room for consultation with readers, a room for the librarian-in-charge and stacking for books and reports and filing cabinets for trade literature. The Reference Library should be renamed the Students' Room. Every effort should be made to re-decorate and refurnish the building (inside and outside). Carpet should be used as floor covering, especially in the children's library where a small stage should be installed for dramatisations.

20. A further floor should be added to the Central Library building. This would provide further space for offices, etc. allowing the current offices to be used for library purposes.
21. The Library at Njala University College is in a building which is wholly inadequate. The current building is nearly 5,500 sq.ft.; what is needed is about 18,000 sq.ft. also with a reading room for the general public. This is urgently required and vigorous efforts should be made to secure aid. To ensure the most effective use of finance made available. A library consultant should be appointed at an early stage.

22. The Milton Margai Advanced Teachers' College was originally a Unesco project under the UN (Special Fund) provisions. It has, however, never had a library building and one is now urgently required; what is now needed is a College Resource Centre, including a library and provision for non-book media.

Objectives of service

23. With the hand-to-mouth existence to which educational institutions are subject, it is difficult for governing bodies to think in terms of objectives. Nevertheless, it is very important for the morale of professional staffs - and in libraries this is at a very low level - to be asked to define

a. general aims of service;

b. medium-term objectives (three to five years);

c. short-term objectives (one to two years);

for the consideration of governing bodies (University Library Committees, Sierra Leone Library Board, etc.) and their discussion, amendment and approval.

24. The lack of objectives has led understandably to a stagnation of service which is all to evident in the libraries, but for which the responsibility is primarily that of the governing bodies (and ultimately
of the Government) and only to a lesser degree of the Professional staff who have shown considerable devotion and loyalty to the service. There needs to be an explicit commitment on the part of the Government to library and information development in order to achieve success in the future.

**Manpower Planning**

25. A more extended survey should be undertaken of manpower requirements so that forward planning of staff development and training could take place on a rational basis, (see Appendix 8, 10).

**Training**

26. A small education unit with one lecturer in the first instance should be established at Fourah Bay College for the training of Para-professional staff: one lecturer should be shared with Milton Margai Teachers' College (see paragraph 27). There should be provision for a certificate and diploma. The latter should be capable of counting towards a degree for the more able students. The unit should be included as a unit of the Department of Education, depending on the wish of the Senate, or the Library, or the Department of Adult Education.

27. A unit should also be set up at Milton Margai Advanced Teachers' College for the post-certificate training of primary and secondary school teacher-librarians. One lecturer would need to be appointed to work under the direction of the College Librarian, and the course should be a modular part-time course (see Appendix), which takes place in vacations. The lecturer should also contribute to the course at Fourah Bay College (in the terms).

28. SLICE should establish a small advisory education and training committee
to coordinate these courses, and to promote appropriate staff development and training in libraries throughout the country.

29. A training programme should be established to improve the quality of service given by support staff, and a training officer should be appointed when this becomes feasible.

30. While there is no justification for a fully-fledged library school, education by distance learning in cooperation with the proposed Loughborough University (England) scheme, once the staff for the diploma course at Fourah Bay College is in post, should be considered. Immediately, the professional education of librarians and information officers will have to take place abroad.

Funds for New Initiatives

31. Aid, to be effective, will need to be matched by adequate maintenance allocations both for the bookstock and equipment in the Reference and Lending Divisions of the National Library by the Ministry of Education to whom the Executive should be responsible.

32. Funds should be made available immediately for (a) a national publicity campaign to underline the importance of libraries, documentary services and literacy in a developing society; (b) the acquisition of a collection of discs and cassettes available for borrowing on a subscription basis.

33. A strong effort should be made by the Lending Division to begin immediately a collection of cassettes recording stories, reminiscences of older and important members both of the Freetown and of the rural communities.

34. A strong effort should also be made to equip children's libraries and the school library service with project packs, cassettes, wall charts and
filmstrips, providing also the hardware for loan to both primary and secondary schools against a feasibly payable deposit.

35. The Sierra Leone Library and Information Centres Executive should, when it is practically feasible, provide appropriate collections for the Lebanese and Indian Communities after consultation with these Communities.

36. The Library and Information Centres Executive should provide a business and industrial information service as a matter of priority.

37. The Sierra Leone Library and Information Centres Executive Children's Library Service should seek to promote, with the Provincial Literacy Bureau and the Broadcasting Service, including the School Broadcasting Service, story telling programmes on radio and television.

38. SLICE in association with the appropriate agencies (e.g. Welfare agencies and the Provincial Literacy Bureau) should play some part in the promotion of community health.

39. There should be some effort at providing for the disadvantaged. Currently the physically disabled would find most libraries difficult to use.

40. Thought should be given to 'rent collections' for cheap light fiction, crime stories and Westerns (as in New Zealand) so that such books very heavily used could be replenished. This should not apply to children's libraries.

41. Surveys should be undertaken by professional librarians, with the guidance of the appropriate departments at Fourah Bay College and at Njala University College, of what the public really want from libraries (and not what the librarians think they want).
42. The transport available to the Sierra Leone Library Board is wholly inadequate. There is no car, the van is in a deplorable state, and there should be a van for each Provincial Branch, together with two bookmobiles for Freetown. Funds should be sought for these vehicles.

43. There should be a national van service (say, once or twice a week) between all the libraries in the country to allow for a real inter-loan service among all types of library.

44. All the libraries show the effect of stagnation, and much could be done merely by tidying up the libraries. Some of the material in the Central Library stacked away, e.g. the Oxford English Dictionary, should be cleaned and dusted and put on the open reference shelves.

45. In view of the small stocks, and the high degree of theft, consideration should be given to installing anti-theft devices. Even though electricity might be intermittent, the threat of such an installation would have its effect. (Note: Supermarkets have closed-circuit television in spite of the electricity problems.)

46. The present centralisation of services tends to leave very little initiative to the librarians of the Provincial libraries. When para-professionals become available from the Fourah Bay course, they should replace Professionals at the Provincial Libraries. Alternatively, Provincial librarians should be given more training and resources for involvement in community information work and adult literacy, or provided with other professional quality work.

The Provincial Literacy Bureau

47. The work of the Provincial Literature Bureau should be developed and expanded since it is doing excellent work in promoting literacy among the
rural population, thereby improving the quality of rural life and the possibility of greater expertise especially in agriculture. Further funding will, however, be necessary if this expansion (leading to greater productivity) is to be achieved. It may even be necessary to provide a larger unit of resource, if work is to be done on a national scale.

48. The methods of the Provincial Literacy Bureau in dealing with adult literacy include an essential start with one of the vernacular languages first. While this is satisfactory in rural areas, the methodology should be more flexible so as to allow a start in English in the towns, when this is necessary.

49. Similar work for primary education is being done at Buwamba Teachers' College (it is understood): this should also be developed and encouraged.

University Library Development Matters

50. It is obvious that there are some tensions between Fourah Bay College and Njala University College but in general services are not duplicated. Library services however, in terms of organisation, are duplicated and it would be to the benefit of both institutions if an outside assessor were appointed, particularly in matters of staff assessment. (This is a practice followed by a number of developing country institutions.)

51. Njala University College should be urged to set up, in association with other appropriate bodies (Rokupr Rice Research Station, Integrated Agriculture Development Projects, Provincial Literacy Bureau) a national agricultural information service, and become a focus for AGRIS. (It is also recommended, therefore, that the Ministry of Agriculture should have a more active role in Njala.)

52. It is understood that the library of the Rice Research Institute (from
reliable observers) is in urgent need of upgrading and renovation. The library should come under the direction of Njala University College and an assistant librarian and information officer should be sited in Rokupr.

**Other matters**

53. The Executive Director should have oversight of Government funded libraries, whose expertise should be available to Government Ministers and departments, research institutes and the University.

54. Regular courses (annually) should be conducted by expatriate lecturers (from Africa or elsewhere) to aid in the professional development of librarians, archivists, and information scientists.

55. Consideration should be given to providing incentives for teachers to undertake duties as teacher/librarians, e.g. by allowing ten periods per week for library work and according the status of Senior Teacher.

56. The Sierra Leone Library association should continue to play a significant role in the development of the profession, and should begin to think of itself as an association for librarians, archivists, and information scientists, the Sierra Leone Association of Archivists Librarians and Information Scientists (SAALIS). It should seek to develop contacts outside the profession, e.g. Rotary, Broadcasting Service, Sierra Leone Institute of Management, Teachers' Associations, etc.

57. While libraries and information services are not yet ready for high technology, practices in the libraries (e.g. in cataloguing and the development of information services, for instance agriculture) should be consonant with information technology practice.

58. Pressure should be put on Government to recognise librarianship as a
fully competent profession, training for which takes three to six years, i.e. a degree in library and information studies alone, or more likely, a degree, a year's professional practice and a year's professional education. (In the case of candidates with a two-year diploma, Loughborough University, England, admits these with at least five years' experience to a two year MLS (one year course, equivalent to BLS, and one year dissertation and examination for MLS), with consequent professional status.)

59. Consideration should be given to the inclusion of the Sierra Leone Museum within the SLICE organisation.

60. SLICE should act as the National Committee for the General Information Programme and except for executive matters (communicated to the Sierra Leone National Commission for Unesco) should be able to communicate directly with the General Information Programme Division of Unesco (informing the Sierra Leone National Commission for Unesco).

Transitory arrangements

61. It is recommended that the present Chairman of the Sierra Leone Library Board should continue as Chairman of the Sierra Leone Library and Information Centres Executive; that the Executive Director (to be appointed) would be a member of the Board; that the Chief Librarian of the Sierra Leone Library Board, the Librarians of Fourah Bay College, Njala University College, and the Directors of the National Archives and the Museum (if included) should be in attendance, and should have the right of presenting cases on behalf of their institutions. The Board should consist primarily of "users".
Immediate action

Immediately, several things could be done:

(a) a large neon or other electric sign for the outside of the central library - CENTRAL LIBRARY - should be bought and installed;

(b) 100 blank cassettes should be bought and a cassette recorder for recording oral reminiscences of Chiefs and others; (cost, Le500)

(c) a stock of cassettes recorded speech, music (African, classical, etc.) should be selected, and cabinets built for them (3000 x 7 = Le21,000). (Advice on building shelves and cabinets from Mr. Pat Hughes, Institute of Education.)

(d) stackroom should be scrubbed out, polished and shelved;

(e) Mrs. Corker (Bo) should have consultation with Njala to carry out Community Survey of Bo and Kenema.

(f) in carrying out surveys and making requests for land to Paramount Chiefs, appropriate tribal affinities should be taken into account;

(g) a search should be begun for further sites (transport is essential for this);

(h) experimental buildings of varying kinds should be tried for branch libraries, and grandiose ideas for buildings should be abandoned;

(i) all the library signs and notices within the buildings should conform to one style, and should be contracted out to the Graphics Designer at the Institute of Education;

(j) the duties of professional librarians should be reviewed, and job
descriptions defining their precise duties should be formulated. Currently, several are underemployed and therefore frustrated; this does not make for happy staff relations;

(k) a clear plan (however idealistic and unrealistic it may appear in present circumstances) must be put to the Government for the next five years (or other appropriate period).
Footnotes

1. Fyfe, Christopher, *A history of Sierra Leone*, OUP, repr. 1968, p.1

2. Background to Sierra Leone. Office of the President, 1980 see pp.12-17

3. cf Republic of Ireland, Unesco Statistical Yearbook, 1982: 48 per sq. km.

4. In what follows, I am greatly indebted to work done by Sierra Leonean students in my department at Loughborough University, who have written studies (dissertations) as follows:


   M. Jalloh, MLS (1980) now Librarian, ECONAS, Lome: A school library service for Sierra Leone.

   H. Kamara, MLS (1979), Acting Deputy Chief Librarian, Sierra Leone Library Board: Public libraries and their mission: the Sierra Leone experience.

   J.D. Kappia, MLS (1982), Branch Librarian, Kissy Branch Library, Sierra Leone Library Board: Outreach: a way ahead for Sierra Leone Library Board.

   A.J. Metzger, MLS (1977), Librarian, Port Loko Teachers' College: Literature in the life of the Sierra Leone child.

   P. Saidu, MA (1978), Acting Librarian, Njala University College: The need for library user education...... in Sierra Leone.

   A. Wilson, MLS (1980): Education for all? [the public library and illiteracy]


7. Ordinance no.6 of 1959.


11. Extracts from Professor Saunders' report on an Advisory visit to Sierra Leone 15th-30th March 1974, p.4.


13. See Appendix 9.


In Her Majesty's name I assent to this Ordinance this 9th day of June, 1959.

MAURICE H. DORMAN,
Governor.

No. 6 1959

Sierra Leone

AN ORDINANCE TO ESTABLISH THE SIERRA LEONE LIBRARY BOARD AND FOR PURPOSES CONNECTED THERewith

Be it Enacted by the Legislature of Sierra Leone, as follows:-

1. This Ordinance may be cited as the Sierra Leone Library Board Ordinance, 1959.

2. In this Ordinance-

"the Board" means the Sierra Leone Library Board established under the provisions of this Ordinance;

"the Minister" means the member of Executive Council for the time being charged with the responsibility for education;
"the Chairman" means the Chairman of the Board duly appointed as such under the provisions of Section 4.

Establishment of the Sierra Leone Library Board. So soon as may be after the commencement of this Ordinance there shall be established a Board to be known as the Sierra Leone Library Board. Sierra Leone Library which shall consist of a Chairman and fourteen other members.

Chairman. The Chairman shall be appointed by the Minister and shall, subject to the pleasure of the Minister, hold office for such period as shall be stated in the Instrument by which he is appointed.

Members of the Board other than the Chairman. The other members of the Board shall be appointed by the Minister and shall, subject to the pleasure of the Minister, hold office for three years and shall be eligible for re-appointment.

Temporary absence of Chairman. When the Chairman is temporarily absent or incapacitated from performing the functions of his office a temporary Chairman shall be elected by the Board from among the members of the Board. Such temporary Chairman, upon election, shall have all the powers of and perform the duties of the Chairman of the Board.

Temporary members. Whenever any member of the Board appointed under the provisions of section 5 of this Ordinance is temporarily absent from Sierra Leone or temporarily incapacitated from performing his duties as a member by reason of ill-health or other cause, a temporary member may be appointed by the Minister to replace the absent member during his absence or incapacity as the case may be.

Vacancies. (1) Whenever a vacancy occurs on the Board by reason of the death or resignation of a member appointed under the provisions of section 5 of this Ordinance such vacancy may be filled by the appointment by the Minister of a member who shall hold office, subject to the pleasure of the Minister, for the remainder of the term of office of the member who has died or resigned.

(2) The validity of any act of the Board shall not be affected by reason of the existence of any vacancy among its members or of any defect in the appointment of a member thereof.

Voting. (1) Every question coming before the Board at a meeting, except as provided in section 30 below, shall be decided by a majority of the votes of the members present and voting.

(2) The Chairman shall have an original vote and, where the votes are equally divided, a casting vote in addition to his original vote.
Quorum 10. At a meeting of the Board the Chairman and five members shall be a quorum.

Meetings. 11. The Board shall meet at least three times in each year and at such other times as may be required by Standing Orders made under the provisions of this Ordinance.

Special Meetings 12. (1) The Chairman may be written notice at any time, and shall at the request in writing of any three members of the Board, call a special meeting of the Board for the purposes set out in such notice.

(2) The Chairman shall, upon receipt of any such notice, summon a special meeting of the Board for such purposes at the earliest convenient date.

Committees. 13. (1) The Board shall at its first meeting after its constitution, or reconstitution, elect an executive committee of five members for the expeditious despatch of such business as does not necessitate a meeting of the full Board. The Committee's actions shall, so far as is practicable be subject to review by the Board and its minutes shall be sent to all members of the Board and, when duly approved, confirmed at the next full meeting of the Board.

(2) The Chairman and the Secretary to the Board shall be ex-officio members of the executive committee.

(3) Notwithstanding the appointment of such a committee the Board may, by resolution passed at a meeting and recorded in the minutes thereof, delegate to the Chairman the routine administration of the affairs of the Board.

(4) The Board may in its discretion appoint such other committees or sub-committees as may be necessary to conduct any particular aspects of its business or to make recommendations thereon.

14. (1) The Chief Librarian shall be Secretary to the Board, and shall attend all meetings of the Board unless excused for good cause by the Chairman.

(2) The Secretary to the Board shall conduct the correspondence of the Board and keep the records thereof.

(3) In the absence of the Secretary, the Chairman may appoint a suitable person to act as Secretary for a particular meeting or meetings.
15. Minutes of the proceedings of the Board shall be regularly entered in a book to be kept for that purpose and shall upon approval be signed at the next ensuing meeting by the Chairman.

16. (1) The Board shall be a body corporate with perpetual succession and a common seal and with power to sue and be sued in its corporate name.

(2) The Board shall have the power to acquire and to hold, manage and dispose of property whether real or personal, whether by investment or otherwise, and may enter into any contract necessary for the discharge of any of its functions under this or any other Ordinance: Provided that the Board shall not alienate, mortgage, charge or demise any of its immovable property without the prior consent of the Minister.

17. The common seal of the Board shall not be used or affixed to any document except in pursuance of a resolution passed at a duly constituted meeting of the Board, which shall be recorded in the minutes of such meeting.

18. It shall be the duty of the Board to take all such steps as may be necessary to establish, equip, manage and maintain libraries in Sierra Leone.

19. The Minister may, after consultation with the Board, give to the Board directions of a general or specific character as to the exercise and performance by the Board of any of its functions under the provisions of this Ordinance and the Board shall give effect to such instructions.

20. Subject to the provisions of section 19 the Board may—

(a) from time to time appoint upon such salaries, terms and conditions as it may think fit, such officers and employees (including a Chief Librarian) as may be necessary for the proper and efficient conduct of the operations of the Board;

(b) grant pensions, gratuities or retiring allowances to any officer and employee, and may require officers and employees to contribute to any pension or contributory scheme.
21. The Governor may, subject to such conditions as he may impose, approve of the appointment of any officer in the Service of the Government of Sierra Leone to any office under the Board:

Provided that, as respects pension and other rights as an officer of the Government, such officer shall be deemed to be in the Service of the Government while so employed.

22. (1) The funds of the Board shall include-

(a) all moneys raised for the general purposes of the Board;
(b) all moneys accruing to the Board from the Government or from any statutory corporation either by way of grant-in-aid, endowment or otherwise;
(c) all charges due to or amounts received by the Board;
(d) all interest or moneys invested by the Board;
(e) all donations accruing to the Board for the general purposes of 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 attaching to such donation:

Provided further that if acceptance of a gift or grant would entail the expenditure of public funds the Board shall first obtain the approval of the Minister:

(f) all other moneys lawfully derived by the Board from any other source whatsoever.

(2) The funds of the Board shall be applied by the Board

(a) the carrying out of all or any of its duties, functions and operations authorised under section 18 of this Ordinance;
(b) the remuneration of its auditors;
(c) the payment of-

(i) the salaries, allowances and expenses of its officers and employees;
(ii) such allowances, including out of pocket expenses, as may be prescribed by the Minister for the Chairman and other members of the Board;

(iii) such gratuities as may be awarded by the Board other than those prescribed in section 20 (b) of this Ordinance.

(iv) such loans to officers or employees as the Board may from time to time approve in accordance with the purposes prescribed by the Minister for which loans may be made.

23. The Board shall keep accounts of its transactions to the satisfaction of the Minister.

24. The Board may, with the approval of the Minister, write off bad debts. A bad debt is any debt due to the Board which the Board considers is irrecoverable.

25. The accounts of the Board shall be audited by auditors appointed by the Board with the approval of the Minister.

26. (1) As soon as may be after the end of each year the Board shall forward to the Minister a full report on the exercise and performance by them of their functions during that year together with a certified copy of the audited accounts of the Board.

(2) The Minister shall lay such report together with the certified copy of the audited accounts of the Board on the Table of the House of Representatives.

(3) The accounts of the Board together with the Auditor's report shall be examined by the Public Accounts Committee of the House of Representatives.

(4) The Board shall furnish such returns, statistics, accounts and other information with respect to its property and activities as the Minister may from time to time require.

27. The Board shall in accordance with the notice given and in the approved form cause a budget for the ensuing year to be prepared and submitted to the Minister. The budget shall be subject to the approval of the House of Representatives and no expenditure shall be incurred in advance of such approval.
Standing

Orders.

28. The Board, with the approval of the Minister, may from
time to time make Standing Orders providing for the proper
conduct of its business and for meetings of the Board.

Regu-

lations

29. The Minister, after consultation with the Board, may
make regulations-

(a) for regulating the use of any library under the
management of the Board;
(b) for protecting any such library and the books,
 fittings, furniture and contents thereof;
(c) for the giving of a guarantee or security by any
person using such library;
(d) for the imposition of a fine or penalty upon any
person who refuses or neglects to return or who
loses or damages any book borrowed from a library
under the management of the Board and
(e) generally for the better carrying out of the pro-
visions of this Ordinance.

Amendment

of the con-

stitution of

the Board.

30. The Board may by vote of not less than three-fourths of
the members present and voting recommend to the Minister that
he approves an amendment of the constitution of the Board and
the Minister may in his discretion approve or refuse to approve
of any such amendment which is within the provisions of this
Ordinance: Provided always that at least three month's clear
notice of the proposed amendment shall have been given in
writing to all members of the Board.

Passed in the House of Representatives this 3rd day of April,
in the year of our Lord one thousand nine hundred and fifty-nine.

S.V. Wright.
Clerk of the House of Representatives.

This Printed Impression has been carefully compared by me with the
Bill which has passed the House of Representatives and found by me to be a
true and correct copy of the said Bill.

S.V. Wright.
Clerk of the House of Representatives.
"The provision of a national library service will seek to serve the following main purposes:...(b) to provide effective services for children and young people, including requisite services for schools..."

The above quotation is taken from Section 14.8 of the Government 'White Paper on Educational Development', and has the Library Board's whole-hearted concurrence and support. The Board is further convinced that the early formation of the reading habit in children is fundamental to the improvement of educational standards in this country. Its acquirement will not only make the teacher's task easier and more productive, but provide a tool by which the child may educate himself during his school life, and after.

For this purpose a plentiful supply of books is essential, and the following scheme is based on the premise that an effective book service to the children can only be given by supplying books directly to schools, and at this time, specifically to primary schools. Not only will such a programme be directed to where, in the Board's view, it will make most impact, but will be relatively inexpensive and within the capabilities of foreseeable resources in library staff. Normally it is desirable that children should acquire not only the reading habit, but the library habit too, but as the vast majority of children attend school in places where there are no libraries, it is essential that there should be a library in the school.

It would appear that there are approximately 60,000 children attending primary schools in the Provinces and the Colony rural area, and 20,000 in Freetown. For the time being it is suggested that, in view of the more favourable book situation in Freetown this area should be omitted from the scheme.
The British Council library does provide some books for children, and the Board hopes to have its own library in Freetown by September 1962. It may be that outlying schools should, in due course, be supplied direct.

The problem then is reduced to meeting the requirements of the children in the Provinces and Colony rural areas, and calculating on the basis of one book per child, at an average cost of three books to the £1, the total capital expenditure would be about £20,000. It would almost certainly be desirable, on financial grounds alone, to phase the initial distribution of books over more than one year, and a possible programme might be: Northern Provinces, 1961/62, South-Eastern Province, 1962/63, South-Western Province and Colony Rural Area, 1963/64. This would mean that by the end of 1963 each child in every primary school in the country would have access, for home-reading, to a collection of story books and easy subject books, which are constantly changed and maintained in good repair by the library Board staff.

A subsequent annual recurrent expenditure (from 1964/65 onwards), of approximately £7,000 would be necessary to provide for the replacement of wornout books and mobile vans.

It is proposed that books should be distributed by means of a mobile library van (or where this is not possible by rail or other means), and that every school is visited twice a year. Combined with the service to children would be a service to teachers, who would be offered the opportunity of borrowing from a wide range of general books (the library van will be capable of holding over 2000 volumes).
The above scheme represents a practical and feasible plan which will help children to acquire and practice the reading habit, extend their general knowledge, and contribute to a raising of the general standard of teaching and education in the country.

It requires of course the support of the Ministry of Education, and the co-operation of the Education Department, but the Board is confident that these will be forthcoming, and that it will be able to carry out its own part.

March 1961
Sierra Leone Library Board 1960-85: Bookstock, Loans, Income

Note: 1964-65 - Bookstock increased by introduction of Primary School Service.
1979-80 - Reduction due to realistic count (allowing for pilferage and wornout books).
<table>
<thead>
<tr>
<th>Country</th>
<th>National</th>
<th>Higher Education</th>
<th>School</th>
<th>Special</th>
<th>Other</th>
<th>Public Libraries</th>
<th>Books (million volumes)</th>
<th>Registered Borrowers (per 000)</th>
<th>Loans (000)</th>
<th>Books Published</th>
<th>Daily Newspapers (per 000 pop.)</th>
<th>Non-daily Circulation (per 000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benin</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honduras</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ireland</td>
<td>2</td>
<td>20</td>
<td>-</td>
<td>22</td>
<td>-</td>
<td></td>
<td>2199</td>
<td>7</td>
<td>923</td>
<td>25376</td>
<td>-</td>
<td>179</td>
</tr>
<tr>
<td>Jordan</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>11</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>392</td>
<td>29</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>3</td>
<td>-</td>
<td>9</td>
<td>31</td>
<td>-</td>
<td>48</td>
</tr>
<tr>
<td>Lebanon</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>New Zealand</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>191</td>
<td>1041</td>
<td>-</td>
<td>1939</td>
<td>385</td>
<td>-</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>134</td>
<td>69</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>11</td>
<td>87</td>
<td>-</td>
<td>61</td>
<td>10</td>
<td>32</td>
</tr>
</tbody>
</table>

(Derived from *International Marketing Data and Statistics 1981*

and *European Marketing Data and Statistics, 1982*)
### Statistics from selected countries with comparable populations

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
<th>Persons per sq.km.</th>
<th>% Illiterates</th>
<th>Enrolments rates in Education</th>
<th>Educational Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Primary</td>
<td>Secondary</td>
</tr>
<tr>
<td>Honduras</td>
<td>3,691,000</td>
<td>33</td>
<td>43 (1974)</td>
<td>89 (1978)</td>
<td>21</td>
</tr>
<tr>
<td>Ireland</td>
<td>3,365,000</td>
<td>48</td>
<td>-</td>
<td>91 (1980)</td>
<td>80</td>
</tr>
<tr>
<td>Jordan</td>
<td>3,190,000</td>
<td>30</td>
<td>12 (1976)</td>
<td>90 (1979)</td>
<td>70</td>
</tr>
<tr>
<td>Lao P.D.R.</td>
<td>3,721,000</td>
<td>16</td>
<td>56 (1980)</td>
<td>96 (1979)</td>
<td>17</td>
</tr>
<tr>
<td>New Zealand</td>
<td>3,100,000</td>
<td>12</td>
<td>-</td>
<td>100 (1980)</td>
<td>81</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>3,438,000</td>
<td>387</td>
<td>12 (1970)</td>
<td>82 (1981)</td>
<td>90</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>3,474,000</td>
<td>49</td>
<td>93 (1963)</td>
<td>39 (1979)</td>
<td>12</td>
</tr>
</tbody>
</table>

(Derived from Unesco: Statistical Yearbook, 1982, tables 2 and 3)
Appendix 5

Five-year Library Plan - SLLB/SLICE (Lending Division)
(1984-89)

In the light of the recent visit of the Unesco Consultant the following needs have been identified. The Board does not expect the Government's immediate support, and realises that hard currency from outside the country will be needed for much of what is asked for.

Expenditure at 1983 prices

Books and materials
1. Restocking the Central Reference (Students') Library
   25,000 volumes at Le20 per volume
   Le 300,000
2. Restocking the Lending Library
   20,000 volumes at Le16 per volume
   320,000
3. Restocking the children's libraries
   70,000 volume at Le12 per volume
   840,000
4. Restocking the three Provincial Libraries
   3 x 10,000 volumes at Le16 per volume
   480,000
5. Purchasing 5000 blank cassettes for recordings (for loan) of national history and literature
   25,000
6. Purchasing 5000 music and speech cassettes for loan
   35,000

Sub-total 2,000,000
Carried forward  

<table>
<thead>
<tr>
<th>Buildings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Library extensions</td>
<td></td>
</tr>
<tr>
<td>top floor 6,000 sq.ft. at Le50 per sq.ft.</td>
<td>300,000</td>
</tr>
<tr>
<td>mezzanine floors 4,000 sq.ft.</td>
<td>200,000</td>
</tr>
<tr>
<td>business and technical library</td>
<td></td>
</tr>
<tr>
<td>700 sq.ft. at Le35 per sq.ft.</td>
<td>24,500</td>
</tr>
<tr>
<td>Makeni Provincial Library (9,000 sq.ft.) first half</td>
<td></td>
</tr>
<tr>
<td>4,500 sq.ft. (200 readers, 10,000 vols.) at Le18.5 per sq.ft.</td>
<td>83,250</td>
</tr>
<tr>
<td>Bo Provincial Library</td>
<td>-</td>
</tr>
<tr>
<td>Kenema Provincial Library</td>
<td></td>
</tr>
<tr>
<td>2,500 sq.ft. at Le18.5 per sq. ft.</td>
<td>46,250</td>
</tr>
<tr>
<td>Branch Libraries</td>
<td></td>
</tr>
<tr>
<td>5 x 1,100 sq.ft. (30 readers, 1,200 books) at Le18.5 per sq.ft.)</td>
<td>101,750</td>
</tr>
<tr>
<td>Transport - Car</td>
<td>26,000</td>
</tr>
<tr>
<td>3 vans (26,00 x 3)</td>
<td>78,000</td>
</tr>
<tr>
<td>Equipment - 2 photocopiers</td>
<td>12,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,491,950</strong></td>
</tr>
</tbody>
</table>
### Income

<table>
<thead>
<tr>
<th>Service</th>
<th>Rate</th>
<th>Quantity</th>
<th>Duration</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letting Conference Room</td>
<td>£15</td>
<td>100</td>
<td>5 yrs.</td>
<td>7500</td>
</tr>
<tr>
<td>Provincial Libraries</td>
<td>£1.5</td>
<td>50</td>
<td>5 yrs.</td>
<td>1875</td>
</tr>
<tr>
<td>Branch Libraries</td>
<td>£4</td>
<td>25</td>
<td>5 yrs.</td>
<td>500</td>
</tr>
<tr>
<td>Light fiction 'Rent' Collections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6,500 vols. x 2 00 weeks x £1</td>
<td></td>
<td></td>
<td></td>
<td>6,500,000</td>
</tr>
<tr>
<td>Cassettes (rented) 3,000 x 150 days x £3</td>
<td></td>
<td></td>
<td></td>
<td>6,750,000</td>
</tr>
<tr>
<td>Photocopying/duplicating 100,000 sheets @ 20c per page</td>
<td></td>
<td></td>
<td></td>
<td>100,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>13,359,875</td>
</tr>
<tr>
<td>Less Expenditure</td>
<td></td>
<td></td>
<td></td>
<td>2,491,950</td>
</tr>
<tr>
<td>Recurrent money and salaries over 5 yrs.</td>
<td></td>
<td></td>
<td></td>
<td>10,867,925</td>
</tr>
</tbody>
</table>

87
<table>
<thead>
<tr>
<th>Position</th>
<th>Grade</th>
<th>Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIEF LIBRARIAN</td>
<td>14</td>
<td>Le8000, 8300, 8600, 8900, Le9200, 9500</td>
</tr>
<tr>
<td>DEPUTY CHIEF LIBRARIAN</td>
<td>13</td>
<td>Le6500, 6800, 7100, 7400, 7700, 8000</td>
</tr>
<tr>
<td>PRINCIPAL LIBRARIAN</td>
<td>12</td>
<td>Le6000, 6300, 6500, 6900, 7200, 7500</td>
</tr>
<tr>
<td>SENIOR LIBRARIAN</td>
<td>11</td>
<td>Le5500, 5700, 5900, 6100, 6300, 6500</td>
</tr>
<tr>
<td>LIBRARIAN</td>
<td>10</td>
<td>Le3687, 3935, 4184, 4432, 4681, 4929, Le5178, 5426, 5675</td>
</tr>
<tr>
<td>TRAINEE LIBRARIAN</td>
<td>7</td>
<td>Le2962, 3141, 3320, 3499</td>
</tr>
<tr>
<td>SENIOR LIBRARY ASSISTANT</td>
<td>6</td>
<td>Le2505, 2623, 2742, 2858, 2977</td>
</tr>
<tr>
<td>LIBRARY ASSISTANT GRADE I</td>
<td>5</td>
<td>Le2127, 2220, 2316, 2408</td>
</tr>
<tr>
<td>'A' Levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Assistant Grade II</td>
<td>4</td>
<td>Le1807, 1881, 1956, 2008, 2030, 2078</td>
</tr>
<tr>
<td>Library Assistant Grade III</td>
<td>2</td>
<td>Le1130, 1154, 1223, 1285, 1363, 1424, 1485, 1546, 1610, 1674, 1733</td>
</tr>
<tr>
<td>ACCOUNTS CLERK</td>
<td>3</td>
<td>Le1140, 1154, 1223, 1285, 1363, 1424, 1485, 1546, 1610, 1674, 1733</td>
</tr>
<tr>
<td>FINANCE OFFICER</td>
<td>9</td>
<td>Le3500, 3675, 3850, 4025, 4200</td>
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<tr>
<td>ADMINISTRATIVE ASSISTANT</td>
<td>8</td>
<td>Le3200, 3325, 2450, 2575, 3700, 3825, 3950, 4075, 4200</td>
</tr>
<tr>
<td>CONFIDENTIAL SECRETARY</td>
<td>8</td>
<td>Le3200, 3325, 3450, 3575, 3700, 3825, 3950, 4075, 4200</td>
</tr>
<tr>
<td>STENOGRAPHER GRADE I</td>
<td>5</td>
<td>Le2127, 2220, 2316, 2408</td>
</tr>
<tr>
<td>STENOGRAPHER GRADE II</td>
<td>4</td>
<td>Le1807, 1881, 1956, 2008, 2030, 2078</td>
</tr>
<tr>
<td>CLERK/TYPIST</td>
<td>2</td>
<td>Le1130, 1154, 1223, 1285, 1363, 1424, 1485, 1546, 1610, 1674, 1733</td>
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### Planning for Buildings

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### Estimate of Manpower Requirements, as at August 1983

**With Present Institutions**

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Education, Training and Staffing

1984 Search for Executive Director, SLICE, funded by outside agency.
Consultant received by:

His Excellency, The President of the Republic of Sierra Leone, Dr. Siaka P. Stevens

The Hon. Minister of Education, Mr. E.R. Ndomahina

The Hon. Minister of Development and Economic Planning, Dr. Sheka Kanu

His Excellency, The British High Commissioner, Mr. Terence O'Leary

The Principal, Fourah Bay College, University of Sierra Leone, Professor Eldred Jones

The Secretary, University of Sierra Leone, Mr. Peter Dimoh

The Chief Education Officer, Ministry of Education, Mrs. Oredola Fewry

The Principal, Njala University College, University of Sierra Leone, Dr. J.A. Kamara

The Principal, Milton Margai Teachers' College, Dr. Karbo

The Principal, Makeni Teachers College, Dr. J.S. Lenga-Koroma

The Principal, Freetown Teachers College, Dr. D. Kargbo

The Government Printer, Mr. Dougan

The Librarian, Medical Library Connaught Hospital, Mrs. Lucilda Hunter

The Librarian, Law Officers Department Library, Mrs. Olatungie Campbell

The Librarian, Njala University College, Mr. Patrick Saidu

The Librarian, Fourah Bay College, Mrs. Gladys Jusu-Sheriff

The Librarian, Milton Margai Teachers College, Mrs. Abator Thomas

The Director, Institute of Education, Mr. T.J. Lemuel Forde

The Secretary, Institute of Education, Mrs. M. Jonah

The Director, Task Force Sierra Leone 3rd IDA Project (Textbook Component), Mr. Mohamed Bockarie

The Project Director, IDA Sierra Leone, Mrs. Murietta Olu-Williams

The Deputy Project Director IDA, Sierra Leone, Mr. Donald Hamilton

The Chief Accountant, Seed Multiplication Project, Ministry of Agriculture and Forestry, Mr. Francis Stephens

Mr. Eric Turner, Archives of Sierra Leone
Mr. Sam Metzger, Editor, We Yone Press

Mr. E.K.A. King, Managing Director, Sierra Leone Diocesan Bookshop

The Deputy Director (Domestic) of Research, Bank Sierra Leone
Mr. I.I. May-Parker, P.O. Box 30, Freetown

The Secretary, Bank of Sierra Leone, Mr. Brimah Conteh

Mrs. Beatrice Tarawallie, Bank of Sierra Leone Library

The Principal Albert Academy, Mr. Max Bailor

The Principal, St. Josephs Secondary School, Brookfields,
Mrs. Florence Dillsworth

Mrs. Ethel Gage, The Library, Sierra Leone Grammar School

P.C. Bai Sebora Kamal, Makeni

Mr. L.C. Forster, Managing Director, Atlantic Printers

Professional Librarians, Sierra Leone Library Board

Mrs. Gloria Billsworth, Chief Librarian

Mr. Harry Kamara, Deputy Chief Librarian

Mrs. Irene O'Bren-Coker, Principal Librarian

Mr. J.D. Kappia, Senior Librarian, Kissy Branch Library

Mrs. Marian Lisk, Head, Cataloguing Department

Mr. J.B. Nuni, Schools Librarian

Miss Angela Koker, Librarian, Bo Library

Librarians: - Mrs. Florie Cole, Mr. Victor Chapman, Mr. Sheikh Kamara

Mr. David Kai Rogers, Acting Secretary Sierra Leone National Commission for Unesco

Mr. Pat Hughes, Resource Centre Institute of Education

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Mr. Malcolm Johnson

Mrs. Georgiana Hedd, Representative of the Chief Education Officer

Mrs. Gladys Jusu-Sheriff, The Librarian, Fourah Bay College

The Librarian, Njala University College

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Mr. H.M. James, Representative of the Development Secretary, The Finance Building

P.C. S.L. Matturi, Resident Director, Diamond Co-operation, Freetown

Mr. Daramy Rogers, 12 & 13 Bojon Street, Bo

Hon. L.S. Fofanah, Private Mail Bag 388, Freetown

Mr. S.B.B. Dumbuya, St. Edwards Secondary School, Freetown

Mr. U.S.A. Kargbo, Milton Margai Teachers College,

Mr. William Conton, No. 798 Smart Farm Road, Freetown

Dr. Oju Mends, c/o Committee of Management, Freetown City Council