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Africana Librarianship in the 21st Century:
Treasuring the Past and Building the Future

Proceedings of the 40th Anniversary Conference of the Africana Librarians Council

edited by Nancy J. Schmidt

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DEDICATED TO

THE MEMORY OF OUR COLLEAGUES

JOHN BRUCE HOWELL

AND

MESERATCH ZECHARIAS
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Planning for the 40th Anniversary Conference of the Africana Librarians Council began in May 1993 at the Council's spring meeting in East Lansing. ALC members expressed an interest in holding a conference where international perspectives on our profession could be presented and discussed. Since that time, many members of ALC and others have helped to make the conference possible.

The members of the 40th Anniversary Conference Committee included Nancy J. Schmidt, Program Chair; Gretchen Walsh, Fund-Raising Chair; Joanne Zellers, who compiled the mailing list for conference publicity; Helene Baumann, David L. Easterbrook, Gregory A. Finnegan, Karen Fung, and Mette Shayne. The Fund-Raising Subcommittee under Gretchen's able leadership was successful in obtaining a major grant from the Rockefeller Foundation which supported the participation of librarians from Africa, conference activities, and publication of the conference proceedings. Gretchen also made arrangements at the hotel for the conference rooms and meals.

The Africana Librarians Council and Women's Caucus, chaired by Jennifer Yanco, submitted a successful proposal to the African Studies Association International Visitor Program to cosponsor H. Kay Raseroka as keynote speaker for the 40th Anniversary Conference and luncheon speaker for the Women's Caucus. To obtain support from the International Visitor Program, a U.S. itinerary must be planned by several sponsoring institutions. The persons and institutions who planned and sponsored Kay's itinerary were Helene Baumann of Duke University, who also arranged for Kay to visit the University of North Carolina at Chapel Hill; Frank Holmquist of Hampshire College, who arranged Kay's visit for the Five Colleges African Studies Council; David L. Easterbrook of Northwestern University, who also arranged for Kay to visit the American Library Association in Chicago; Alfred Kagan of the University of Illinois at Urbana-Champaign; and Elisa Forgey and Lynette Loose of the University of Pennsylvania. Nancy J. Schmidt coordinated submission of the proposal to the African Studies Association and arrangements for Kay's itinerary.

The African Studies Association helped publicize the conference, managed the Rockefeller grant, and provided other valuable support in making arrangements for the conference. Christopher P. Koch, the Executive Director, has been a strong supporter throughout his tenure. Special thanks are due to Norma Miller, Karen Rader, and Rainer Spencer for their support at a very busy time, when they also were making arrangements for the ASA office to move from Emory University to Rutgers University.

David Hogarth, of Hogarth Representation, London, England, provided a generous grant to the Africana Librarians Council which enabled us to have a delicious buffet lunch at the conference. The African Studies Program and Office of International Programs at Indiana University provided support for three librarians from Africa to attend the conference.

The panel chairs, Phyllis Bischof, David L. Easterbrook, and Gretchen Walsh, were in contact with the members of their panels throughout the planning process. Helene Baumann, Jill Coelho, Karen Fung, and Mette Shayne served as conference recorders, taking notes to assist in preparation of the conference proceedings. To be sure that the international participants in the conference felt welcome and received assistance with any logistical problems, Helene Baumann, Ruby Bell-Gam, Joseph S. Caruso, Karen Fung, Alfred Kagan, Kenneth Lohrentz, Razia Nanji,
and Mette Shayne served as hosts and hostesses. Joseph S. Caruso, in his capacity as ALC Chair, helped reschedule the conference when ASA changed the date of its annual meeting, and provided other support. A member of ALC, who wishes to remain anonymous, prepared the historical chronology for the Africana Librarians Council and Cooperative Africana Microform Project. Last, but not least, all those who participated in the conference, formally and informally, helped to make the conference a success. Dorothy Ansart of Indiana University prepared the conference program, tickets, and participant list and assisted with producing the conference proceedings. Elizabeth Plantz prepared computer copy for those conference papers which were submitted in print. Kimmarie Murphy prepared the final copy for the conference proceedings from the materials provided by the conference participants in print and on disk in many different word-processing programs. And Virginia Gest assisted with copy editing and proofreading the proceedings.
BRIEF CHRONOLOGY OF MAJOR EVENTS IN THE HISTORY OF THE AFRICANA LIBRARIANS COUNCIL AND COOPERATIVE AFRICANA MICROFORM PROJECT

1955 (March 11-12) Melville J. Herskovits hosts a meeting on African area studies to discuss library and bibliographic concerns at Northwestern University's Deering Library. Institutions represented are Boston, Howard, the Library of Congress, Northwestern, Roosevelt, Stanford and Yale. The importance of ongoing cooperative efforts stressed at this meeting.

1957 (March 22-24) Founding meeting of the African Studies Association (ASA) in New York City presided over by Melville J. Herskovits. The ASA was established with three standing committees including a Library Committee. Dorothy B. Porter was appointed Secretary, the only librarian member.

1958 (June 18) First formal meeting of the Library Committee at the Library of Congress attended by 13 people.

1958 (September 8-10) First ASA annual conference held at Northwestern University. The Library Committee reported 13 priorities for action to the ASA Board.

1959 Library Committee initiative leads to establishment of the Joint Committee on African Resources with membership drawn from the Library Committee and the Farmington Plan Committee.


1963 (May) Discussions between the Midwest Interlibrary Center (CRL), the Library Committee and the Joint Committee on African Resources leads to the formation of the Cooperative Africana Microform Project (CAMP). This was achieved with an appropriation of $3,000 from CRL and $8,000 from 12 institutions. Microfilming begins almost immediately.

1964 First CAMP inventories produced, "Rhodesia and Nyasaland Political Ephemera," and "Cameroon Political Ephemera."

1965 (November) First CAMP catalog. 5 pages in length listing 20 microfilm sets, 31 newspapers and 18 journals.

1968 (April 19) Spring ALC/CAMP meeting at Michigan State University attended by 18 people.

1971 (November 13) First CAMP bylaws adopted.

1974 (October 30) In a cost-saving effort, the ASA reorganizes its committee structure abolishing many committees including the ALC.

1974 (November) Letter-writing initiative begins with 6 November letter of Elizabeth Widenmann, Columbia University, calling for "reestabishment" of the ALC.

1975 (April 4-5) The ASA Board at its spring meeting approves the "reconstitution" of the ALC without any ASA funding. The spring ALC/CAMP meeting takes place the following week (April 11) at Boston University. Plans are set in motion to organize a "new" ALC.

1975 (July) First issue of Africana Libraries Newsletter issued at Boston University.

1975 (October 29) At the ASA annual meeting, the ALC elects officers, an Executive Board, and establishes two subcommittees, the Subcommittee on Cataloging and Classification and the Subcommittee on Bibliography.

1977 (November 1) ASA Board approves the ALC bylaws.
1978 (April 20) Spring ALC/CAMP meeting at the University of Illinois at Urbana-Champaign attended by 27 people.

1980 (October 16) First presentation of the Conover-Porter Award made at the ASA annual conference in Philadelphia. Helen F. Conover present at award ceremony.

1985 (April 20) Revised CAMP bylaws approved

1986 CAMP catalog published, nearly 650 pages listing over 8,000 holdings.

1988 (April 15) Spring ALC/CAMP meeting at Boston University attended by 31 people.

1990 (November 1) Sixth Conover-Porter Award made at the ASA annual conference in Baltimore. Dorothy B. Porter Wesley present at the award ceremony.

1992 (November 20) Revised ALC bylaws approved.

1993 (March) CAMP brochure published.

1993-94 CAMP membership initiative results in 6 new members.

1994-95 CAMP initiates microfilming project with the National Archives of Senegal with support from Title VI centers.

1996 (November 22) ALC/CAMP meeting during ASA annual conference in San Francisco attended by 41 people.

Note: In its 40-year history, the Africana Librarians Council has been known by a number of names. The current designation was adopted in 1992. First known as the Library Committee, the name quickly changed to the Libraries Committee in the early 1960s. In 1962, the ASA Board established a separate Archives Committee. In 1963, the Board merged the two into the Library and Archives Committee. For a couple of years, the name appeared in various forms. By 1965, the committee was consistently referred to as the Archives-Libraries Committee.
KEYNOTE ADDRESS

LEAPFROGGING INTO THE THIRD MILLENNIUM: OPPORTUNITIES OR A MIRAGE FOR SUB-SAHARAN ACADEMIC COMMUNICATIONS

H. Kay Raseroka
University Librarian
University of Botswana
Honourable Chairperson, Distinguished Guests, and Honourable Colleagues of the Africana Librarians Council

I should like to congratulate you most heartily on the 40th anniversary of the Africana Librarians Council and pay tribute to the pioneers whose vision created such a forum as this. You have succeeded establishing a forum through which you not only exchange ideas but share and enrich a culture of personal commitment to joint project analysis and planning, though implementation is distributed. Your success is the envy of academic librarians in Africa who have to rely on your product, Africana Libraries Newsletter, as one of the primary sources for keeping abreast of or selecting Africana materials published either on Africa or in various African countries elsewhere.

Allow me to take this opportunity to thank my sponsors who are members of the African Studies Association, Africana librarians of the various host institutions who facilitated my preconference visits and local presentations; as well as the African Studies Women's Caucus who are joint sponsors. Please accept my heartfelt thanks and appreciation for the behind-the-scenes organisation, project proposals, and preparations spanning more than two years.

The sustained assistance through difficult communication channels, planning, and organisation of my programme particularly by the Chair of the 40th Anniversary Conference Committee, Dr. Nancy Schmidt, is gratefully acknowledged.

Exposure to developments and sharing of experiences with colleagues in the various universities which I visited has enriched my perspectives of current information technology developments and challenges which we all face as part of the management of change.

The theme of my address is, in fact, about the management of change in an African context, which has taken African communities as it were, by storm with the creation of strategic visioning of the planned African Information Society. It seemed to me that as African librarians, we have a challenge to look back at aspects of existing library and information services on the continent, analyse and identify those which can be reconfigured and exploited for meaningful participation in the Third Millennium, and the intended Information Society. In the process, we should analyse areas which require intensive reconstruction or development and identify those areas in which there might be possibilities for partnerships among members of the Africana Librarians Council and African libraries which wish to leapfrog into the Third Millennium.

Introduction

The African Information Society Initiative (AISI) goals are to create an enabling environment which facilitates the development of Africa's information society. This is a term which is used "to refer to the pervasive benefits to all Africans, of proactive policies on information and communication technologies."

The significance of AISI is the unprecedented promise for political and financial support to information, knowledge resource creation, and communication to all levels of communities in Africa. Information is seen to be an engine for socioeconomic development. AISI has set in motion a process of strategic planning in most African countries in preparation for the Third Millennium under the term "Vision 2010." The AISI vision is that by the year 2010, a sustainable information society should be realized in Africa which, among others, aims that there should be:
• Availability of African information resources which reflect the needs of government, business, culture, education, tourism, energy, health, transport, and natural resource management.

• Open dissemination of information and knowledge for use by business, the public at large and disenfranchised groups ... to make rational choices in the economy .... and for all groups to exercise democratic and human rights.

• Global accessibility of African information not only to international, regional, and national information "highways," but also to "off ramps" in the villages catering specifically to grassroots society.

The significance of such a vision for Sub-Saharan African librarians and academic communications lies in their central positioning in information organisation and dissemination since they possess:

• Basic infrastructure for the building of information resources or infrastructure.

• A culture which recognises information as an essential ingredient to intellectual development and its necessity as an investment in human resources who will create and manage Africa's information society.

• Basic infrastructure for information communication skills and knowledge on how to search, extract, and use available information resources in support of client needs.

• Last but not least, the academic library as an institution is relatively well-endowed compared to its counterparts in the public or special library, in trained human resources, financial support, and in stature.

This positioning provides leverage and obligations for the exploitation of these resources not only for the primary clientele but also for broader national good, based on advocacy, collaboration, and partnerships with the Library and Information Services Professionals (LISP) as a whole.

Vision 2010 promises unprecedented opportunities which harness donor funding for capitalisation of infrastructure development and related frameworks for active engagement in national information society building projects. These seek to build national information bases for planning, decision making, and business development which create local value-added information services as unique contributions to the global information society and national economies.

The challenge, however, is whether this platform can be exploited to provide relative shifts from the peripheral positioning in which library and information services (LIS) and related information communication infrastructures languish currently, to the centre stage of Vision 2010, politically, financially, and in the relevance of information services.

**Leapfrogging as a tool**

Leapfrogging, as a concept, has generally been linked to technological exploitation. It is believed that developing countries may be able to gain access to knowledge, expertise from technological experience, and advancement achieved by developed countries, by skipping stages of development or older technologies in order to make an entry into a more advanced operational arena. This has been experienced by newly industrialising countries which are proceeding directly from a traditional, agrarian society, to a modern knowledge-intensive society, through the use of information technology (IT), thus skipping traditional industrialisation. Similarly,
such has been observed in the establishment of telecommunication infrastructures in Africa. New entrants into telephony have bought into the digital optic fibre infrastructure thus bypassing the older copper-based analog systems. The experience gained in operating the older systems provided a base on which understanding the framework of newer technology and skills building occurred.

According to Hobday, an analysis of technological leapfrogging suggests, however, that the concept consists of gradual accumulation of technology and a long-term incremental path of learning. This contrasts sharply with the commonly held perception that leapfrogging consists of skipping intermediate levels of a process. Research indicates that there is a definite period of learning by experience through exposure to a multinational IT-based work environment, and by imitation which occurs over time, thus providing elementary to advanced learning. These incremental steps facilitate gradual acquisition of knowledge bases about technology, sufficient internalisation of understanding to facilitate complex exploitation of a range of learned skills which result in creativity. Thus there is an interplay between what is already established and the innovation. From this discussion and in the context of this paper, leapfrogging should be seen as a systematic process for entry into a new environment whose operation is dependent on the exploitation of information technology as a tool for access to and active use of information for creation of a viable African information society.

In order to assess the extent to which the contexts of Sub-Saharan African academic communications may facilitate the concept of leapfrogging as a systematic process of learning, the paper will review: the state of infrastructure and conceptual framework necessary for the establishment of an information society as envisaged by the AISI, identify LIS skills already in place which can be used as levers and relate them to those that are needed for successful entry into an information society, and propose facilitatory processes for their enhancement and/or development.

**Information society**

An information society may be described as a society characterised by the rapid growth and use of information, the widespread exploitation of telematics and information technology for access to information which is needed for personal decision making and contribution to socioeconomic development.

Components which have been associated with well-developed information societies are:

- A well-developed technological infrastructure.
- A culture which appreciates the importance of information for all aspects of life.
- An extensive range of educational institutions which support literacy and education.
- A library and communication system through which all levels of society are able to access information to meet their needs in pursuit of personal development and contribution to socioeconomic development.

Assumptions which are laced through these components are a promise that information communication technology (ICT) represents a tool for information manipulation which will facilitate a way for leaping out of underdevelopment into the global information society and facilitate new opportunities for the African renaissance. There is also a belief that ICT will influence socioeconomic life positively in a linear way and facilitate entry into global markets.
Telecommunication infrastructure in Sub-Saharan Africa

Telecommunication forms the backbone of information communications in the definition of an information society. It is useful, therefore, to analyse the state of a representative technological infrastructural provision of such services in the Sub-Saharan African countries under discussion, as a context for the discussion. Mureithi, analysing telephony in this region, notes that the majority of countries have a city-based teledensity (ratio of phones per 100 people) of below two in cities, compared to that of over 50 in Europe and other developed countries. Rural areas in which, on average 80% of the population lives, command access to only 20% of installed phones. Although conditions are improving in a number of countries in this region, the improvement is not fast enough to meet the 1985 Arusha commitment by African governments to provide basic telephone services within walking distance of citizens by the year 2000. Against this background of failure to deliver, the promise of Vision 2010 seems bleak unless there is massive commitment of finance into telecommunication infrastructure to increase teledensity. The range of investment indicated for Kenya provides a useful guide to the levels of investments required: an equivalent of three years' annual government budget for teledensity to be raised from the current one to five by year 2015.

The Internet depends on information technology and telecommunications infrastructure for its success as an information superhighway and is seen as central to participation by Sub-Saharan African countries in global information transactions. Internet access in capital cities of Sub-Saharan Africa is increasing steadily, from 14 countries in 1995 to almost all of Africa, except for two countries in 1996.

The cost of access to the Internet is, however, expensive for the average person in Sub-Saharan Africa due to the fact that the service is costed in foreign currency which is expensive when converted to local currencies. As an example, the Internet connectivity fee in Ghana in 1995 was US $100 and in 1997 ranged from US $20-$50. An equivalent of $20 in local currency makes Internet access beyond an average family whose basic livelihood needs are yet to be satisfactorily met. The combination of infrastructural costs for the various components, ranging from computers to the actual communication costs, present barriers for individuals to access information at will. Implications for Africa's successful entry into the information society by 2010 point to a need for heavy financial investments to be put into a category of a social good, government supported institutions whose sustainability is dependent on sources of funding other than direct charge and thus facilitate broadly based access. An often advocated route is the introduction of competition to support infrastructure through the engagement of the private sector in the field.

Whatever route is selected, heavy financial investment is essential and the costs thereof will eventually be distributed to the citizenry. How beneficial the investment in the information infrastructure will be for the ordinary citizen, if they do not have access to it and cannot exploit it to their advantage, is the question.

If, however, Vision 2010's promise is to be realised, rural communities which form the majority of Sub-Saharan Africa must become part of the envisioned Information Society. Given that their general condition is one of illiteracy or, at best, literacy in a mother tongue, and that they lack access to basic amenities such as water, health and education, what interventions can be made to become part of an information society in which access to local and global information and its use for changing current conditions is a way of life?
There is a need for creation of a holistic information policy which is informed by citizens' active participation in African nations' Vision and in available project-linked funding. The role of individual LIS professionals in the engagement of and collaboration with national policy makers is fundamental, if they are to influence, through advocacy, comprehensive, holistic national policies which are crucial for the establishment of a viable information society. Where, in the past national information policy efforts have been limited to discussion by the broad LIS sector among themselves, active involvement in the AISI demands coalitions and collaboration across sectors which generate and use information. These include information creators and gatherers, support groups, and users who range from creators of infrastructural hardware and software support systems, researchers, planners, and decision makers, to creators of communications which serve orally dependent users of endogenous information. The role of the individual LISP must include:

- Identification of the characteristics of an information society within Sub-Saharan African contexts.
- Identification of stages for its establishment and points of entry where LIS can make strategic interventions and build on existing contexts and frameworks.
- Definition of basic infrastructural requirements for a viable information society.
- Establishment of advocacy channels from grass roots to politicians responsible for the Vision 2010.
- Creation of linkages between client satisfaction and bases for sustainable finance.

This is possible, only if there is a coalition of intermediaries across sectors, who not only possess LIS professional and technological skills and have access to ICT, but also value information as an essential commodity for all research community needs, are sensitive to these needs, and are good communicators in general and, specifically, in local languages. Partnerships and/or collaboration with researchers, nongovernmental organisations, media, local government, and community structures for creating a rich locally accessible information base seem to be a useful strategy for supporting and contributing to the development of Africa's Information Society.

What current skills do LIS professionals possess which can be developed further as a leverage into such roles?

- Community and needs analyses should become part of an iterative regular process of service evaluation rather than an occasional activity or technique applied in times of crises.
- Communication skills, based on a broad level of understanding of the contexts and appropriate channels within which information functions, need to be developed from a basic in-house skill to a proficient level where achievement of objectives and creation of appropriate products provide client endorsed evidence of success and enhance self-confidence of individual LISP operationally.
- Last, but not least, strategic planning skills should be recognized as being fundamental. They should be used iteratively to achieve better understanding and definition of the broader role of information within society and to identify the changing roles of LIS professionals in AISI.

**Culture of information and education in Sub-Saharan Africa**

Sub-Saharan Africa is emerging from an era when propaganda was passed off as legitimate official source information thus forcing society to rely on orally based information.
networks for personal survival and decisionmaking in all aspects of life.

The democratic movements which have successfully established elected governments unleashed information as part of a strategy for mobilisation of civil society. There is, however, no guarantee that information is entrenched as an essential tool for maintaining accountability of governments, nor is it consciously recognized as a right for all citizens, by citizens as a people, and by Sub-Saharan African governments.

Traditional culture accords wisdom to age and status, which thus forms the basis for attitudes towards unquestioning acceptance of information from such sources. This mindset has permeated to Sub-Saharan African education systems. Thus the sole credible information source is the teacher and a textbook prescribed by higher authority, if it is available. This attitude towards information and the paucity of alternative information sources has encouraged rote learning, which excludes the process of critical analysis of information.

Whilst the current educational environment is an outgrowth of the traditional view of information, it is also a contributor to the prevalent myopic view of information as a "talent" to be hoarded and buried for preservation. Such a view further contributes to a perception that learning and personal development is unidirectional. In order for Sub-Saharan African communities to become information societies, the educational system should facilitate a transition from an authority-based learning system to a questioning approach nourished by critical analysis and use of multi-sourced information. Necessarily, the variety of information and opinion availed by the latter demands critical analysis as a basis for choice, if it is to contribute to learning which reduces uncertainty. Critical analysis, as a skill, forms the foundation for lifelong learning.

The most challenging aspect for the development of an information society is the change of attitude to information being seen as a scarce commodity which must be hoarded. Facilitation for the transition from rote learning, linked to passing an examination to a state which encourages and supports the use of information as a way of life, privately and publicly or within education systems, is a necessary foundation towards change to a culture of information. Ideally this type of learning should permeate the various levels of education, with foundations being laid at the primary school level, but preferably from within the family. Its deprivation is felt directly in academic communications and operationally in the work force where critical analysis determines ultimate success. The integration of ICT in the learning environment has exposed the limitations of the current learning systems and the necessity for development of information literacy skills programmes. These contribute positively towards development of an attitude which appreciates the value and essence of information as a basis for meaningful learning, negotiation with an ever changing work environment, and the necessity for lifelong learning.

Academic librarians have experience in teaching students through orientation programmes and bibliographic instruction in their academic support role to learners in their quest to manage and integrate information as part of learning and intellectual development. The integration of ICTs in the information access services of the library have added a dimension to this experience which makes academic librarians front runners in understanding and skilled use of IT for information transfer. The challenge facing academic librarians is to:

- Develop holistic skills for exploiting information technology and electronic environment.
- Innovatively harness the ICT as a tool for access to global information, organisation of local information and its exploitation for more effective learning and teaching.
Develop communication and negotiation skills necessary for entry into innovative partnerships in teaching and collaborative research activities with computing.

Transform user education programmes to provide key information literacy skills as part of academic programmes rather than as an addendum to independent classroom teaching.

Develop an understanding of curriculum development and acquire deep understanding of learning theories as a support to the process of information literacy teaching, and lifelong learning.

The above issues have implications for library school programmes and organisation of work within libraries. They have, further, to be addressed as part of the necessary process to manage change, coalition and collaborative effort. They are all necessary for negotiating successful transformation into an information society.

The state of library and information communication systems in Sub-Saharan Africa

Acquisition of various materials for support of academic communications and learning has not kept up with the ideal embodied in the freedom of access to information as a facilitator of learning, critical analysis, and creation of knowledge. Currency of collections has not been maintained by higher education institutions in Africa. Indeed, the state of the book as an information carrier, an essential ingredient for education whose base is critical analysis of varied ideas, is in crisis in Africa. A survey of book provision across various educational traditions in Africa discovered that, not only did students from primary to tertiary levels lack basic textbooks, but they also had no access to academic/learning resource support materials such as classroom reference texts or school libraries. Public and academic libraries had no funding to purchase the latest sources of information.12

The recent seminal study of library provision in Sub-Saharan African institutions of higher education13 has provided empirical evidence on the abject state of academic library collections as sources of current information. Over 90% have relied on donor funding as the sole source of funding for acquisitions over the five years under review. Indications are that such financing for library acquisitions has not been replaced by sustainable, even if lower, nationally sourced budgets. Journal subscriptions are a luxury which very few libraries can afford due to escalating costs. Whilst the problem of expensive periodicals is a common experience for most academic libraries, even in the developed world, the latter can rationalise and prioritise their subscriptions and provide access on demand programmes based on available, though limited funding from the parent-institution. Partnership arrangements through consortia and other resource-sharing agreements are facilitated by shared values, proximity, supported by similar levels of development and ICT. Thus the ethos for accessing varied sources of information as a basis for analysis of ideas, learning, and knowledge creation is nurtured and sustained.

Sub-Saharan African academic institution communications, on the other hand, are isolated from each other, not only geographically, but also by paucity of basic resources which facilitate cooperative schemes. These range from LISP's general lack of appreciation of the ethos of resource sharing to abject neglect of national bibliographic control as a basic tool in resource sharing. The availability of information communication technologies might remove barriers caused by poor external infrastructures14 like unreliable postal systems, delayed delivery time, etc. Yet poor national bibliographic infrastructures which are prevalent in Sub-Saharan African countries cannot be glossed over.
National bibliographic control is the base for Sub-Saharan African communities' self-respect and appreciation of their own pool of information. It is basic as a means of contributing to communications which are unique and have the potential not only to enrich local communities, but also to contribute unique African content to the global information society through the Internet, and encourage intra-African sharing of information experiences and resources which address common problems. What is required to encourage organisation of and development of comprehensive databases on local materials? The excellent model for tracing and organisation of locally produced publications provided by the Library of Congress (Nairobi) has illustrated not only the viability of the exercise, but also the existence of a wealth of information in the subregion, whilst other African LISP offer myriad excuses for failure to achieve this basic professional core. Collaborative tracing and collection strategies would go a long way towards the creation of appropriate attitudes towards practical, systematic, and tenacious negotiatory approaches to searching, acquisition, and organisation of local heritage as a base for creation of databases and national bibliographies.

I would like to suggest that Sub-Saharan African library and information service professionals (LISP) need to develop the following:

- A culture of placing value on local and indigenous information in whatever medium.
- Recognition and acceptance of a moral obligation for its systematic, comprehensive collection and organisation for access which meets community needs and preservation of heritage.
- Commitment to and support of the principle of information as a fundamental right of all citizens regardless of the level or lack of literacy.

The urgency of strategic thinking and practice in this area cannot be overemphasised. The advent of IT compounds complexities for organisation, access, and preservation of ephemera and grey literature because the products are on diskette, tape, or electronic formats.

Organisation of published, widely available carriers of information published abroad and purchased with foreign exchange has been a primary objective of library services in Sub-Saharan Africa in the past. The paradigm shift facilitated by IT is that content can now be communicated with ease. Basic author title entries are, therefore, no longer adequate as access points. Indexing, abstracting, and digitisation become an essential information organisational activity for better access. A shift in a mind set which regards such activities as being beyond the responsibility of LISP is required, if the demands of an information society are to be met adequately. ICT developments provide an opportunity for exposure to a wealth of information available across subject fields, and especially in the exploration of grey literature which is the major publication output of Sub-Saharan Africa. ICTs are steadily taking over publishing as evident by the increase of electronic journals. This is the logical area for further professional development if academic communications are to facilitate maximum access to valuable, but poorly exposed information. The challenge is how to provide access to journal information to those who have no IT infrastructure.

The production of information electronically extends the IT skills requirements for effective LISP to go beyond word processing into the arena of digitisation and use of encoding languages. In fact, there is not only the need for skills, but also an in-depth understanding of the various methods of electronic publishing to facilitate choices which take account of contexts. Whilst these developments have potential, they are, as yet, beyond the reach of the majority of
LISPs in Sub-Saharan Africa, primarily because of lack of human resources who either understand the environment of electronic publishing or have knowledge of the various issues of seamless integration of various databases for the benefit of the user through the exploitation of the World Wide Web. Experience in handling standard formats necessary for data transfer through MARC, for example, may exist, but have not been its principles applied as a lever to understanding of issues around hypertext mark-up languages and Adobe Acrobat and others as standards for processing of files.

Internships to academic communication environments which have worked in these areas as a method for gaining valuable experience is a window of opportunity. It is in these areas that possible partnerships with libraries in the developed world should be explored. Members of the Africana Librarians Council are well placed as potential partners for collaborative activities because of an appreciation of limitations and strengths of some Sub-Saharan African contexts as experienced through shared interests in Africana collections. These would provide possibilities for joint project proposals through which members of the partnership would share benefits. The challenges are:

- Exploration of mutual interests which provide a base for twinning or linkages between institutions.
- Development of agreed objectives.
- Presentation of well thought out agreements on responsibilities, time frames, and expected benefits.
- Development of project proposals which include attachment and equipment support.
- Sourcing donor and institutional funding.

Comprehensive guidelines on the principles of twinning between libraries have been produced by UNESCO, whilst the IFLA twinning Database maintained by the IFLA/Copyright office at the British Library, Boston Spa, provides valuable information for those interested in learning from existing programmes on partnerships.

The availability of electronic mail facilities should support ease of communication among partners from initiation to project evaluation stages. Libraries within Africa have, through project proposals prepared by the IFLA Africa Section, embarked on South-South attachment programmes where transportation and subsistence cost are borne by donor funding and host African institutions contribute in kind by providing human resource skills in planning, and in-service attachment training. Perhaps future developments, after iterative evaluation, might lead to sustainable shared staff development programmes based on partnerships and exploitation of ICTs. The proposed electronic thesis and dissertation project at Rhodes University, for example, will provide a golden opportunity for observation, learning, possibility for attachment, and imitation as an incremental change process for the Sub-Saharan African LISP skill bases.

Sub-Saharan academic leadership aspires to establish centres of excellence as part of their contribution to the AISI Vision and strategies for attracting donor funding. They, however, do not correlate this vision with institutional policy in sustained national financial commitments which should provide for sound information resource support for research and learning. In an attempt to redress the situation, academic libraries have harnessed IT by utilising CD-ROM databases, through donor support, as a solution to information update, providing fast retrieval, and keeping abreast of rapid information output. It was hoped that parent institutions would appreciate the empowerment of such IT resources and be persuaded to sustain subscriptions.
when donor funding ended. The failure to realise this hope might be indicative of LISP's poor advocacy skills at the institutional level, ranging from mainstreaming library planning as an integral part of the primary business of the university through negotiation with the direct beneficiaries, students and faculty who are also researchers, and inability to utilise for advocacy institutional structures such as senates and the highest governance bodies. There are indications, however, that a few libraries have gained adequate institutional support such that some CD-ROM subscriptions are sustained by institutional funding.

It is perhaps not surprising that, as a response to the information resource crisis in African higher education, individual faculty, in collaboration with donors, create oases of specialist information sources within their departments thus establishing specialist departmental research libraries. This approach, however, narrows the impact of ICTs by depriving learners of exposure to the latest sources of information and entrenches narrow perceptions of information as a resource for development. Thus even at this level, the authority to dictate conditions of access to information override ethical issues of academic principles of equitable access to the tools for intellectual development, beyond the constructions imposed by the teacher/lecturer.

Interdisciplinary teaching and research necessitates sharing of resources across disciplines. Current academic programmes are moving more into interdisciplinary approaches. This is a window of opportunity for LISP who have search skills and can relate subjects across disciplines as part of their professional support, provided there is active consultation with stakeholders. This is the only viable means for establishing shared goals and objectives, as well as building trust -- an essential base for partnerships. Interdepartmental collaboration between academic libraries and faculty partnerships can only strengthen the advocacy muscle for adequate and sustainable resource allocation, information resources which facilitate academic communication through ICT investments, and satisfy needs of individual departments as components of the institution as a whole. Further, since donor funding granted for research is related to country allocations for financial assistance, it is morally correct that researchers who benefit provide access to all who need information amassed this way. Opportunities in such partnerships can be seized by staff who possess:

- Information technology skills which facilitate and enhance content management and access.
- Self-confidence based on subject knowledge which provides common ground for discussion on management and dissemination of information in support of teaching and research.
- Communication skills which enable negotiation based on the appreciation of policies which govern academic environment and the needs of faculty and learners.
- Marketing skills used to expose and exploit available academic communications to the benefit of partners in teaching, learning, and research which accrue from collaboration.

Information technology skills are an essential base for demonstrating, teaching usage, and marketing the advantages of the ICT in academic communications, whilst sound knowledge of the subject matter provide common ground for shared goals with regard to academic support for learning and teaching. This knowledge also enhances sapiential authority gained through professional expertise. Good communication skills are an essential part of marketing and conflict resolution, which are part of any negotiation process.

Conclusion

The underpinning for success in the achievement of Vision 2010 of creating an African
Information Society will depend on thorough understanding and internalisation of the human right to information by African leadership and communities. The development of an information society should not be seen simply as a means to an economic end, but as a mechanism for empowerment out of which human dignity is derived. Development of a culture of information enables individuals to participate to the best of their abilities for personal development and to contribute to a viable and sustainable national development. Successful implantation of policies arising from this vision depends on stakeholders from various sectors responsible for planning, policy, and political interpretations, implementation of and participation in programmes, including financial support. Specifically the library and information service providers have a catalytic role to play, if they:

- Seize the window of opportunity offered by the convergence of their professional expertise with information communication technology applications to information management.
- Leverage on their knowledge bases to service information needs of the totality of their communities.
- Embark on advocacy programmes which are based on collaborative, holistic approaches.

Whilst there are serious infrastructural issues which are far from resolved, there is unprecedented promise for the future based on political will and a coalescence of interests in the AISI between African and developed country politicians. The latter's contribution is financial, for creation of the infrastructure on which potential global economic developments will be based.

The challenge is for the LISP to carve out niches in the various elements which underpin a viable and sustainable information society. Issues which we have discussed indicate that the real underpinning for successful programmes which seek to create a viable interactive environment is human resource development. Leadership vision is dependent on thorough understanding and internalisation of the human right to information, not simply as a means to an end, but empowerment inherent in human dignity.

The following areas for human resource development are isolated as areas which need to be addressed urgently, if the window of opportunity is to be exploited successfully:

- Technical and professional skills in handling IT as a tool for enabling efficient access to information in an interactive environment.
- Development of skills in teaching and nurturing critical analysis as an essential part of learning through integrative use of information regardless of medium.
- Better professional grounding which facilitates full appreciation of ethical issues in information service generally, and especially the interactive environment.
- Development of excellent communication skills as a base for advocacy and interaction with stakeholders.
- Partnerships with educators at various levels and across professions in advancing change from rote learning to critical learning.

1. Technical skills development is essential for the effective manipulation of information technology and for development of expert knowledge which facilitates adoption and creative adaptation of available hardware and software to meet local and evolving needs in areas of:

- Design of structures of Web sites, providing pages about databases and information services through sound knowledge of tools for hypertext creation, and for seamless integration of sources on print, CD-ROM, and the Internet.
- Development of new services and enhancement of current services such as extension of
current awareness service to encompass information on discussion lists and tell about new Web sites.

- Establishment of criteria for assessment of content of information on the Internet; validation of content.
- Creation of databases for indigenous information.

Partnership through twinning and attachment programmes in developed environments provides a possible way for leapfrogging processes which will facilitate appropriate adoption and adaptation.

2. Communication by LISPs with governance authorities, stakeholders in the different sectors.

Advocacy and negotiation responsibilities of LIS professionals are seen as an area needing heavy investment psychologically as well as in skills development. Communication with stakeholders, regardless of levels of literacy, is essential for determining strategies for the exploitation of the interactive environment for use as a base for an empowered, true information society. Failure to establish appropriate communication channels will lead to ICT operating as a finance-dependent tool controlled by profit as determined by the private sector or by computer specialists who control the technical conduits. In either case, customer-based information service and focus on content will be of peripheral import.

The role of holistic national information policies cannot be overestimated. The process established nationally for the creation of the Vision 2010 must be exploited by LISP so that they gain access to mainstream political negotiation and contribute an information content focus on the establishment of IT infrastructure, as part of the Vision 2010.

3. Policies in ethics of the interactive environment are essential. Some of the issues for discussion and formulation of guidelines should encompass:

- Usage of the electronic environment for personal interests or gain.
- Attitudes towards ethics of software acquisition, its use institutionally and personally.
- Ethics of exploiting the IT environment for monitoring personal interaction and restricting information flow are related issues of privacy.
- Etiquette in communication within an interactive environment.
- National laws and practice which impact on copyright, legal deposit, right to information, and confidentiality.

The above should also form an integral part of the curricula underpinning all research and professional courses, in addition to a theoretical treatment of the ethics of knowledge creation and research.

4. Last, but not least, LISP need to analytically review Sub-Saharan African information services to date, realign them so that they are relevant, and create strategies which fundamentally accept stakeholders' perceptions of needs as a valid and essential foundation for the creation of the Vision 2010 Information Society. LISP need to leverage on stakeholders' needs and LIS relevance to these as a basis for advocacy for sustained political and financial support for the necessary infrastructure. They need to develop project-based strategies as a contribution to sustainability and product-linked, evaluatable services.
Notes:
2 Ibid., para. 18.
5 Trauth, op. cit.
8 Ibid., p. 5.
PANEL ON COLLECTION DEVELOPMENT

Chair, David L. Easterbrook, Northwestern University
Anaba A. Alemna, University of Ghana
Beverly A. Gray, Library of Congress
John Pinfoeld, University of Oxford
The Melville J. Herskovits Library of African Studies is known by virtually all engaged in African Studies research. The reputation of the Herskovits Library is truly worldwide and of long-standing duration. How this library came to be is, I think, a central concern to the historical aspect of this conference because the Herskovits Library has played a central role in the ALC from its inception. In fact, at the time of the establishment of the ASA in 1957 and the creation of the ALC, Northwestern University had already assembled one of the major university library research collections for the study of Africa in North America. The history of Northwestern's African collection has been presented in various contexts over the years, but virtually all of these have focused on its more recent history. Hans Panofsky's introductory essay in the *Africa Bibliography* 1995, "Building Up Library Systems, 1947-1997: Africana at Northwestern University," provides the most recent account.

Often, an assumption is made that the beginning of Northwestern's magnificent collection is the establishment in 1948 of Northwestern's Program of African Studies. This is not correct. The establishment of the Program of African Studies provided the opportunity to take what was already emerging as a major research collection, shape it as a separate library, and expand its collecting depth. The beginnings of the Herskovits Library are uniquely connected to the work of Melville J. Herskovits and his concern with issues relating to library development on the Northwestern campus virtually from the day he arrived in 1927. Herskovits had a clear agenda at Northwestern that included developing anthropology as a discipline of study, continuing his work in the area of black studies, and building a research library collection that would support these efforts.

It is also a very important related fact that Herskovits, as a prominent figure on the Northwestern campus and a skillful campus politician, established an environment at Northwestern at the highest levels of university administration that allowed for the growth of support for and allocation of resources to these goals. His central position nationally, furthermore, put him in a position where he was able to articulate library and research resource concerns in a manner that had a defining impact. My goal in the next few minutes is to share with you how his influence at Northwestern and in the national arena had an important library focus that has influenced not only the library that bears his name but our cooperative organizations--ALC and CAMP--as well.

Herskovits's concern at a conceptual level that research libraries in this country develop collections that support the study of the black experience in the broadest possible sense had an impact on the research library community beyond Northwestern that includes the Newberry Library in Chicago, the Library of Congress, and the Center for Research Libraries in its earliest years. For example, he used his many leadership positions particularly with the Social Science Research Council, the American Council of Learned Societies, and the National Research Council to articulate library collection concerns at national meetings and conferences. Perhaps the most notable example is the ACLS-sponsored Conference on Negro Studies at Howard University in 1940 which he chaired. In 1955, Herskovits chaired a two-day conference on the
Northwestern campus focused on issues relating to library and bibliographic development in African area studies. As a founding member of the African Studies Association in 1957, and its first president, he assured that library development was a major part of the new organization's goals, in particular by establishing the Library Committee as one of three ASA standing committees, and played a central role in the establishment of the African Section at the Library of Congress in 1959.

Statistics for the year that Herskovits arrived on campus, 1927, describe a total library collection on the Evanston campus of 140,028 volumes with a circulation of 29,692 of which 35 were interlibrary loans. It is also noted that in 1927 there were 149 volumes in the 960s--African history. Contrast this to today's statistics for Africana alone of 240,000 volumes in the collection and nearly 4000 monographic titles lent on interlibrary loan last year.

Herskovits made an immediate impression on University Librarian Theodore Koch who noted in his annual report for 1927-28 that he had no prior knowledge that the University had added a new area of study to the curriculum --anthropology-- and conceded that "a certain minimal amount of material which he (Herskovits) had to have we ordered at once." $1,050 was allocated to Herskovits's immediate needs. Allocating about $1,050 for purchases in anthropology during Herskovits's first year on campus when the library's entire book budget was only $19,200 means that about 5.5% of the total budget that year went for materials Herskovits requested. Herskovits is mentioned by name in this and subsequent University Librarian annual reports. Few faculty are named in annual reports of the university librarian; none so frequently as Herskovits.

If University Librarian Koch thought that by responding so generously at first, he would receive fewer requests, he was mistaken. Herskovits was in regular contact with Koch throughout the 1930s until Koch's death in 1941. His requests number in the hundreds and many requests are for a large number of monographs or extensive serial backfiles along with current subscriptions.

Herskovits thoroughly read dealer catalogs for both new and out-of-print titles. His personal contacts with out-of-print dealers ranged from local to those in New York, London, and Paris. The detail of his correspondence with Koch on building the collection is particularly interesting because it is possible to see in it the beginning of what we now have in Africana's rare book cases. The correspondence itself is so title specific that I have searched many in the online catalog and find them in our collection today. Reading the footnotes for chapters two, three, and four in particular of The Myth of the Negro Past demonstrates clearly that Herskovits made use of titles he asked the library to purchase.

It is also important to comment briefly on Herskovits as a library donor, particularly in these early years. He made many gifts of publications to the library. He gave gifts of his own publications and he passed along copies of publications of his associates and review copies he received. He also gave to the library backfiles of important periodicals.

The 1940s saw Herskovits play an even greater role in library development. The most notable concerned the professional library of Franz Boas. Not long after Boas's death in 1942, Herskovits was in touch with Boas's children about the disposition of the library. An agreement was negotiated with Herskovits for the purchase of the library by Northwestern. The total cost for the collection was $9,245. The Library itself paid only $1,000. The remaining amount came from two sources, the president of the university and the dean of the college of arts and sciences.
The Boas Library consisted of about 5,000 books and about 10,000 offprints of journal articles. In addition to works in anthropology it included many works in art, linguistics, social theory, black studies, history, musicology, race, and psychology. A special grant to the library from the university's president in January of 1944 of $2,000 a year for up to three years was made to hire a cataloger in the University Library to process the Boas materials.

Herskovits participated fully in campus committee work and politics, focusing himself in particular on developing support from the University administration for faculty and graduate student research. He served on a number of important faculty committees in the 1940s whose goal it was to raise the standing of Northwestern as a research institution. He always saw library development as an integral part of any such goal and included support for library development in recommendations.

In the mid-1940s, Herskovits participated in campuswide committees looking at the University in a postwar setting. Much of the focus was on expected development at both the undergraduate curricular level and expansion of graduate programs and faculty research. No faculty member was more outspoken than Herskovits in constantly raising the importance of library development as an integral part of the latter.

Also in the 1940s, Herskovits participated in discussions led by Stanley Pargellis, Newberry Library head, concerning Latin American collections in the Chicago area. A series of meetings attended by representatives of the Newberry, Northwestern, and the University of Chicago attempted to define Chicago-area collecting for Latin America and the Caribbean. Herskovits wanted most of all for Northwestern to take responsibility for materials relating to black culture.

On October 28, 1948, the Carnegie Corporation announced its award of $30,000 to Northwestern University and Melville Herskovits for the establishment of an "African research program." Herskovits was clear in his goals for this program and the use of funds. There were three priorities: to train graduate students, to build the library, and to organize faculty/research seminars. One-third of this amount went to the library for collection building. This first grant for the Program of African Studies set a precedent for many future grants Herskovits received in that funds for the library were included as an important component.

Many things happened about this time which strengthened the focus on African materials in the University Library. First of all, the ongoing discussions between Herskovits and Jens Nyholm, who became University Librarian in 1944, about a separate library for Africana came to an end in late 1947 when a decision was made to begin the process and transfer relevant journals to the life sciences reading room. This was the beginning of a gradual transfer of Africa-related materials into one location, in Deering, Room 102, that was not completed until 1954.

In June 1948, David Jolly was appointed Administrative Assistant to the University Librarian. One of his assignments was to work with Herskovits on the development of the African collection. Jolly took this assignment with great conviction and kept with it until Hans Panofsky was appointed in 1959. Jolly oversaw the establishment of the Africana Library as a separate library and was responsible for the expansion in acquisitions that occurred after the Program of African Studies was established. Jolly traveled to Europe and Africa with funds provided by the Program including an eight-month buying trip in 1955-56. Within a year of his appointment, student assistants, working under Jolly's supervision, began to identify all Africa-related materials in the library with the eventual move into one place in mind. Jolly also oversaw
the expansion of Northwestern's responsibilities in collecting Africana under the Farmington Plan.

Also in 1948, the University Library received through the combined efforts of both Herskovits and Nyholm about 1500 volumes from the University of Pennsylvania. Earlier in the 1940s, Penn had begun to collect widely from and about Africa. Now Penn had decided to limit its focus to North Africa. Penn's gift to Northwestern included books, journals, and government documents.

In 1954, in the first five-year report of the Program of African Studies submitted by Herskovits to the President of the University, he cites library development as a major feature of the Program's evolution. He took particular pride in the fact that there were now over 8,000 volumes in the collection, and that the Africana collection was established as a separate library.

A final comment taken from the University Librarian's Annual Report for 1954 reflecting on the establishment of the Africana Library: "It does not seem idle speculation to predict that time may come when the Africa material may be Northwestern's most famous collection. Because of the relatively few libraries in the United States with strength in African materials, because of the Farmington Plan commitment and because of the considerable and far reaching publicity received by Northwestern's Program of African Studies, it is quite likely that in the province of academic research, Northwestern's library will be associated first and foremost with Africa...."6 This prediction has obviously began realized.

The Herskovits Library as we know it today is the result of the cooperative efforts of many people working together over many years. This is a shared recognition among those of us present today and in particular among those individuals whose work have shaped its collections and service programs over the past 40 years. But the hard work that has been put into building the collection of the Herskovits Library and making its resources accessible so far and wide was made possible by the focus of Melville J. Herskovits, in particular, the role he played in creating an environment that allowed for this work to be established and flourish with the resources it needed.

Notes:
5. Ibid.
COLLECTION DEVELOPMENT OF AFRICANA MATERIALS

A.A. Alemna

Introduction

If there is one problem that can be identified as common among librarians in Africa, it is the problem of acquisition of library materials. Unfortunately for us in Africa, it is an area in library development which is very important, as no library can function effectively without an adequate collection development policy.

A quick glance through library literature on Africa will show that a large number of writers dwell on the issue of collection development. Areas discussed often include problems concerning such matters as acquisition budgets, sources of acquisition, staffing, and problems with the book industry. In this paper an attempt is made at discussing collection development of Africana materials in three phases: the Golden Years, the Lean Years, and the Hopeful but Uncertain Years.

The Golden Years, 1948-1970

These are the years prior to independence in most African countries through the era of independence beginning with Ghana in 1957 with many African countries following after Ghana. During this time there was an aggressive collection development of Africana materials. This was made possible by three main factors.

The first was the new wave of nationalism in post-independence Africa which led to the establishment of institutes of African Studies at universities such as Legon in Ghana (1961) and Ibadan in Nigeria (1962). These institutes concentrated mainly on the collection and publication of materials relating to Africa and the diaspora.

The second factor was the availability of adequate foreign exchange. Materials could be ordered from any source as there were very few foreign exchange restrictions. Foreign publishers and dealers such as Blackwells and the Crown Agent were more than anxious to supply materials to African libraries, even to the point of supplying materials on credit.

The third factor was the large influx of Africanist researchers from overseas into Africa. These included sociologists, anthropologists, and historians such as Jan Vansina, Ruth Finnegan, and Jack Goody. These researchers contributed in a large measure to pioneering efforts in the documentation of oral literature in Africa. This was also the era in which Africa started training its anthropologists, folklorists, and historians.

The Lean Years, 1971-1986

The first signs of decline in acquisitions of Africana materials appeared at the beginning of the 1970s. The remarkable thing about this period is that the high esteem held about the importance of Africana in learning, teaching, and research were still prevalent. Despite this esteem, the rate of collection development in Africana began to decline just as the general rate of acquisition of library materials declined.

It was around this period that most African countries began experiencing economic problems. Many countries introduced foreign exchange regulations at this time. While it was getting difficult to acquire materials from overseas, the local publishing industry was also collapsing. This period also witnessed the exodus of Africanist scholars from African universities.
to universities abroad. Very little interest was thus placed on research in African Studies, thereby leading to the generation of fewer Africana materials. The few Africana materials found in libraries at this period were mainly donations from foreign libraries or journal articles that had been obtained through photocopying services such as the British Lending Photocopy Services.

**Hopeful But Uncertain Years, 1987 - Present**

The past decade has seen some slight changes in the collection development of Africana materials. With the Economic Recovery Programme adopted by a number of African countries, there has been a halt in the further decline of their economies. A number of governments can now afford to make available, albeit very little, foreign exchange for the acquisition of library materials. There has also been a renewed interest by foreign organisations and institutions in donating relevant materials to libraries in Africa. A number of linkage arrangements and exchange programmes have been undertaken between African and overseas libraries. These arrangements have enabled African libraries and librarians to benefit immensely from their Western counterparts.

**The Future**

The future is by no means certain. What for instance happens after the World Bank Assistance Programme for the various African countries ends? Of course, collection development in African libraries has all along been tied to the economic condition of the countries as a whole. All the same, a few suggestions can be made here, and these include the following:

An improvement in the local publication of Africana materials would go a long way to cut down on the reliance on foreign publishers and donors. This demands that the local publishing industries should be supported and improved while local writers must be encouraged.¹

Existing exchange relations between African and foreign libraries should be improved while new organisations abroad must be sought to support African libraries. And a step in this direction is to establish lines of communication between libraries in Africa and abroad and to keep these lines open on a continuing basis.²

A more serious approach should be adopted by librarians in Africa on interlending and document supply. In order to ensure that materials from Africa are easily accessible to libraries, research organisations, and other interested groups within and outside Africa, bibliographic centres should first be established in each country. They should be provided with the legal, organisational, and financial facilities for acquisition and distribution of national literature. Without a strong national base, international coordination may fail to achieve its full potential.³

In order to arouse the bibliographical consciousness of local publishers, the provisions, intentions, obligations, and benefits of legal depository laws should be widely publicised. It is also suggested that the scope of legal depository material should be extended so that the anomaly in some African countries (Ghana, Nigeria, and Kenya are examples) of exempting government publications from deposit be removed.⁴

There is also the need for a new emphasis to be placed on oral documentation in Africa. A large number of Africans are still influenced by oral tradition. A lot of information can, therefore, be obtained through this form of communication. However, this kind of material has been largely neglected by librarians in Africa. Although a few centres and libraries exist in some countries where oral tradition is collected, organised, and disseminated, a number of obstacles prevent these centres from achieving their aims.⁵
With the difficulties presently being faced by African libraries in acquiring books and journals, it is expected that librarians in Africa would place a greater emphasis on oral tradition as a supplement to documentary sources. Oral tradition is an integral part of the African's heritage and it would be criminal to let it disappear.

Conclusion
This paper has attempted to treat the topic of collection development by relating it to the various stages in the historical development of Africa. It can be seen that libraries in Africa have had their best of times as well as their worst times. It is now expected that African librarians will look back and reexamine all the various circumstances in their attempt to move ahead in the future.

Notes:
AFRICANA IN THE LIBRARY OF CONGRESS

Beverly A. Gray

In 1800 Congress purchased as the nucleus of its new library 740 books from London booksellers Cadell & Davies, which included Michel Adanson's *Voyage to Senegal*. Fourteen years later, in 1814, the British burned the Capitol Building, which housed the Library of Congress. To repair this loss, Congress appropriated funds in 1815 to purchase the Thomas Jefferson library, considered to have been the "best chosen collection of its size in America." David Bruce's *Travels to Discover the Source of the Nile* and Hiob Ludof's *A New History of Ethiopia* were representative of the 23 volumes of historical and travel literature on North Africa, Ethiopia, and other areas of the continent.

In subsequent years, the Library's acquisition of Africana material continued to follow no systematic pattern. However, the Division of Documents, established during the brief administration of Librarian John Russell Young (1897-1900), did begin a more methodical effort to acquire foreign government documents, including the documents of European colonies in Africa. The *Annual Report of the Librarian of Congress* for the years 1905 and 1914 cite African colonies from which official publications had been recently obtained.

In 1913, the American Colonization Society, established to promote the repatriation of freed slaves in the United States and African recaptives to West Africa, transferred its records to the Library of Congress. In addition to unpublished manuscript material, the collection includes published works, maps, and photographs--mainly of Liberian subjects. Heavily used by African Studies scholars, the ACS records cover the life of the society, 1817-1964.

Consonant with increased U.S. involvement in world affairs during World War II, in 1940, the Library of Congress began efforts to assess its African holdings. The Library's Fellows Program funded by the Carnegie Corporation provided a useful vehicle for this review. Fellows and Associate Fellows were expected to survey specific collections and make recommendations for their development in exchange for the privilege of direct access to the Library's research material.

In June 1940, Raymond D. Jameson, administrator of the Consultant Service of the Library of Congress, offered a fellowship to Melville Herskovits, who later played a pioneering role in the development of African Studies programs in the U.S. Herskovits declined and in his stead recommended David Mandelbaum, B.A. Northwestern and Ph.D. Yale, an anthropology instructor at the University of Minnesota. It is not clear from the Library's archives if the Library offered Mandelbaum the position and, if so, whether he accepted.

Subsequently, in May 1942, Jameson sought Herskovits's assistance in identifying a scholar for a fellowship in Negro Studies. He informed Herskovits that he was seeking "a Negro scholar who could handle an investigation of the holdings of the Library of Congress in both African and Afro-American materials," adding, "the subject, however [sic] is pretty vast and I am genuinely aware of the fact that there is only Herskovits." In his reply, Herskovits indicated puzzlement at the term, "Negro scholar." He concluded that "if you mean by this a Negro who has the training and experience to do this job, there is almost no one who fills the bill." Herskovits considered two black scholars as prospective candidates for the fellowship. He found neither Mark Hanna Watkins, an anthropologist at Fisk
University, nor Montague Cobb, professor on the faculty of the School of Medicine, Howard University, qualified for the position. He observed that while Watkins was a Chicago Ph.D. who had specialized in African languages and was conversant in the literature in African ethnology, Watkins was not "a very stable person," and had published little since receiving his degree. He maintained that Cobb, as a specialist in physical anthropology, lacked the ability to assess "the most important material in the field of African and New World Negro ethnology."

Herskovits therefore recommended "three crack white men," all of whom had studied at Northwestern University: William Bascom, on the faculty at Northwestern; Jack Harris, assistant professor at Ohio State University; and Joseph Greenberg, based in Washington doing "special work." The Library's archives failed to indicate that any of these scholars joined the Library's staff.

This proposed dual fellowship position was divided into one for American Negro Studies and one for African Studies. In 1942, E. Franklin Frazier, head of the Department of Sociology at Howard University, was appointed Resident Fellow for American Negro Studies. While assessing the Library's collection on the Negro, Frazier assisted Library officials in the acquisition of the Booker T. Washington papers, which included much material pertaining to Africa.

In June of 1943, Walter Langer, branch director of the Office of Strategic Services, included Ralph Bunche among the "outstanding regional specialists" whom he recommended as advisor to the Library's acquisitions unit. Bunche had studied with Herskovits in Chicago for several months in 1936-37 and in the early 1940s was described by Conyers Read, a distinguished historian at the University of Pennsylvania and a Bunche colleague at the Office of Strategic Services, as "perhaps the foremost authority in America on African problems."

During his first term as an Association Fellow for Africa (1943-44), Bunche admittedly contributed little to an assessment of the Library's Africana material. While he anticipated doing more during his second term (1944-45), it is not clear that he was able to do so. In observing that "much reliance seems to be put on encyclopedias," he was obviously disappointed at the paucity of the library's resources on Africa.

On the other hand, a brief survey conducted by a South African, Hermann Fricker, appointed to the Legislative Research Service for the summer of 1940, concluded that for his area of interest, African ethnology, "practically every book in this field concerning Africa is in the Library." Fricker also praised all those persons who in the past had a part of the judicious buying, qualitative selection, and useful accessioning of the Africana holdings.

In the first budget of his administration, for the fiscal year 1947, Librarian of Congress, Luther Evans, sought an increased Congressional appropriation for the creation of additional area studies units, including an African Division. He observed that "as an avenue for our commerce and as a field for our statesmanship, Africa is on the threshold of a major development which will have important consequences for our economy and our relations with the colonial powers of Europe." Unfortunately, Evans's request, along with other recommendations, was not funded.

Meanwhile, James B. Childs, who served most of his career at the Library (1924-1965) attached to the Documents Division, corresponded with various officials in Africa about the acquisition of publications issued by governmental agencies and institutions. In a September 1952 memorandum, he provided a "preliminary statement of what government publications are
being received from Africa by the Library of Congress [from more than 25 African countries and regional administrative entities] and what should be received.\(^n\)\(^{13}\)

Apparently independent of Childs's memorandum, Harry Krould, Chief of the European Affairs Division, whose responsibilities included the African colonies of European countries, in September 1952 wrote a proposal for funding to create a national acquisitions and research center for African materials at the Library of Congress.\(^{14}\) Librarian Luther Evans approved the proposal for the national center, and the Library sent it to the Carnegie Corporation for funding. Unfortunately, the corporation found the project overly ambitious and turned it down.\(^ {15}\)

Some six years later, during the first meeting of the Libraries Committee of the African Studies Association its members recommended the creation of an African unit at the Library of Congress. Vernon McKay of Johns Hopkins University, first chair of the committee, met with officials at the Library and the Carnegie Corporation to discuss the possibility of establishing an African Section with funding from Carnegie. The foundation approved a proposal for the new unit and provided a five-year $200,000 nonrenewable grant. At the end of the grant, the Library assumed full funding responsibility through Congressional appropriations. The new section joined existing Library area studies units which focus on acquisitions, reference, bibliographic, and professional/academic liaison programs for their respective geographic regions.

Notes:
4. Melville Herskovits to R. Jameson, 14 June, 1940. LC Archives, Central File.
5. R. Jameson to M. Herskovits, 11 May, 1942. LC Archives, Central File.
8. William Langer to Archibald MacLeish, 21 June, 1943. LC Archives, Central File.
10. Ralphe Bunche to A. MacLeish, 4 Oct., 1944. LC Archives, Consultants File.
11. Hermann Fricker to the Librarian, 13 Sept., 1940. LC Archives, Central File.
14. Harry Krould to The Librarian, 8 Sept., 1952. LC Archives, Central File.
15. Whitney Shepardson to Luther Evans, 13 Nov., 1952. LC Archives, Central File.
First, I should like to congratulate the Africana Librarians Council on their 40th anniversary. I can assure you that those of us involved in Africana librarianship on the other side of the Atlantic follow your activities with a keen interest and learn much from them.

In her paper, Kay Raseroka referred to the growing tendency towards publishing as grey literature in Africa. This is a trend which has been noticeable for some time, and one which has important implications for the acquisition of Africana by university research libraries such as mine. It seems, in fact, as if the traditional distinction between library materials and archival (manuscript) materials is, at least for Africana, becoming increasingly blurred. As Rhodes House has, for many years, collected both printed materials and manuscripts relating to Africa, this is something with which we feel we are well placed to cope. Indeed, I believe it is precisely the mix of both kinds of material which gives the collections at Rhodes House their particular strength. Much of what I have to say in this paper, therefore, will be concerned as much with the acquisition of archives and grey literature as of traditional printed material.

In January 1997 I was privileged to attend the Jameson Raid Centenary Symposium held at the Brenthurst Library in Johannesburg. At this symposium, one of the speakers, Iain Smith of the University of Warwick, commented that the job of the professional historian was to examine the "relevant records in the appropriate archives." It is our job as librarians and archivists to see that indeed the relevant archives do reach the appropriate repositories, something that is by no means always as certain as our academic colleagues sometimes seem to believe.

Under the auspices of the Oxford Colonial Records Project and its successor bodies, Rhodes House Library has been collecting archives relating to Africa for rather more than three decades. The first phase began in 1963 under the direction of J.J. Tawney, a former Tanganyika official, who had a special interest in the history and traditions of the colonial civil service. Approaches were made to a large number of former colonial officials which produced a wide variety of correspondence, reports, diaries, photographs, unpublished autobiographies, and tape-recorded memoirs. The papers represented all spheres of colonial government and administration, and included some very large collections such as the archives of Arthur Creech-Jones, Colonial Secretary in the post-war Labour government, and the Fabian Colonial Bureau.

This was followed in 1977 by the Oxford Development Records Project which aimed at the collection of material relating to selected themes in development work in the "decolonization" period. Special investigations were initiated on subjects such as African agriculture in Kenya, the role of women administrative officers in colonial Africa, and the transfer of power in Nyasaland/Malawi. This phase of the Library's collecting policy came to a formal end in 1984, since when we have continued to collect archives relating to African history, politics, and economic and social development. Although inevitably the vast majority of these date from the colonial period, it is worth noting that in recent years the net has been widened to include the postcolonial period where appropriate. Thus we have recently acquired a series of letters home from an English doctor working in Uganda during the presidency of Idi Amin, which graphically describe the atmosphere of terror in those years. In all, there are now rather
more than 3000 manuscript collections in the Library, which include the papers of bodies such as the Anti-Slavery Society, the Africa Bureau and the United Society for the Propagation of the Gospel, as well as those of individuals. The largest collection of papers relating to an individual is that of Sir Roy Welensky.

Archival collections come to us in a variety of ways, and the examples which follow will, I hope, illustrate both the opportunities and the frustrations which libraries can face when they try to acquire this kind of material. They all relate to collections which Rhodes House has acquired or attempted to acquire in the last couple of years, and which we believe are both relevant and appropriate for us to acquire.

First, there are the papers of Sir George Farrar (1859-1915). Farrar was an engineer who went out to South Africa in 1879, became chairman of the East Rand Proprietary Mine, was implicated in the Jameson Raid as a member of the Reform Committee, served in the Boer War, was behind the importation of Chinese labour to work in the mines ("Chinese slavery"), and was active in South African politics until his death in the First World War. Three of his descendants, two in England and one in South Africa, who between them held his papers, got together and decided to amalgamate the three collections and then present them to Rhodes House. This was particularly appropriate as the Library already held a typescript memoir of his life, written by one of his daughters.

This was an example of how we should like things always to happen. Somewhat similar, although raising some problems caused primarily by the sheer size of the collection, is the archive of the (U.K.) Anti-Apartheid Movement. In this case, the Anti-Apartheid Movement themselves, realising the historical importance of their archive took steps before dissolving themselves following the political changes in South Africa, to find an appropriate home for the collection. Rhodes House was delighted to be chosen as the recipient, but we were also concerned by the size of the deposit which took up 14 cubic metres of space. (In fact, a second deposit of further papers since then has more or less doubled the size of the collection.) It was only as a result of the generosity of the South African Friends of the Bodleian, who are paying for an archivist to sort and list the collection, that we felt able to accept it.

Sometimes, however, important collections prove tantalisingly elusive. For many years Rhodes House has held some of the papers of Lord Hailey (1872-1969), presented to us by Hailey himself. As Hailey was the author of the influential *An African Survey* and a Rhodes Trustee, we are clearly the appropriate repository for these. However, we knew that many more papers remained with him. When he died he left everything to his longtime secretary and companion, a Miss Wright, who jealously guarded the collection for many years in the basement of a block of flats in London, refusing to allow anyone access to it. She spent her last years in a nursing home, eventually dying in 1995, since when it has so far proved impossible to learn what if anything has happened to it. The fear, of course, is that it has been destroyed, but we must hope that further investigations prove the contrary, and that eventually this collection, which is potentially of great importance, finds its way into the public domain.

I must stress that in acquiring Africana collections we do take note of the word "appropriate" as well as the word "relevant." We are not engaged in some kind of bibliographic or archival imperialism. There are clearly many cases where it is far more appropriate for an archive to remain in the country to which its contents refer. For example, we were recently offered the opportunity to acquire a very important archive relating to a key event during the
apartheid era in South Africa. This we rejected, because we felt the collection in question would be far more appropriately housed in an institution in that country. In such cases we are sometimes able to purchase a microfilm of the original for our own collections. Perhaps it is worth adding that we are also, subject to copyright restrictions, willing to allow other libraries to have films of material we hold, and in the future some documents may well be mounted on the Internet. We certainly intend to do this with some of the key documents from the Anti-Apartheid Movement collection, and in this case we shall also be making some of the many duplicate copies in the collection available to interested libraries in South Africa.

Returning to the kind of grey literature to which Kay Raseroka was referring, this is precisely the material that any serious research library should be seeking to acquire, yet, by its very nature it is also the most difficult. Distance is a major disadvantage, yet there are some ways in which one can at least partially overcome it. The work of the African Books Collective in making the publications of their member publishers available in Europe and America is to be commended, although most of their publications tend to be mainstream rather than ephemeral. At Rhodes House, as at many other Africana libraries, we have good cause to be grateful to David Hogarth and his team for their efforts in acquiring much grey literature, as well as more mainstream publications, and offering it to us on an approval basis. We have also found Clarke's Bookshop in Cape Town to be a useful source of material from South Africa and some of the surrounding countries, especially Namibia and Mozambique. In some cases a direct approach to the issuing body can bear fruit, although the response to such begging letters appears noticeably less good than it was some years ago.

Occasionally more proactive measures are employed. For a British academic library, the days of buying trips to Africa are long gone. David Hogarth is to some extent filling the gap, but it is still possible to use academic staff and students from one's own institution who may be traveling out to Africa to acquire materials on our behalf. In recent years our most successful venture in this way came with the 1994 elections in South Africa, when a number of election observers and monitors, together with members of the South African Friends of the Bodleian, collected on our behalf, supplementing the material we received from the political parties themselves, pressure groups, and through our regular book suppliers. The result was a very large collection of manifestos, election addresses, posters, bumper stickers, and all kinds of political ephemera, reflecting the style as well as the substance of the different parties' campaigns. However, it is difficult to mount this kind of operation on a regular basis, and we have been unable to cover any of the other recent general elections in Africa in anything like the same depth.

I believe that our experience at Rhodes House, which I am sure is not atypical, demonstrates conclusively that in order to acquire African publications successfully, a library needs to make full use both of the specialist knowledge of its own staff, and of the services of specialist suppliers. At a time when there is a move in university libraries towards centralised acquisitions, using one or two major firms as suppliers of all kinds of material, this message cannot be stressed too strongly. The economies of scale which appear so attractive to university administrators in times of financial hardship would, I am sure, prove false economies if these specialist skills were overridden or dispensed with, and the end result would be collections which were far less rich and diverse than they are today. Our natural allies in this fight against the bureaucrats are, of course, our readers, and especially the academic faculty members, who need
our resources in order to do their research. It is, therefore, vital that we keep them on our side, and work with them to ensure that African Studies do not become marginalised. It is important that we do not allow our case to be lost by default, but are vocal at all levels in our organizations in lobbying for adequate resources for us to serve our readers' needs properly.

Professor Stuart Piggott once famously defined archaeology as "the science of rubbish." I would venture to suggest that our profession as would-be acquirers of Africana could be defined as the science of the attic, the waste basket, the office filing cabinet, and the myriad of other places from which our material comes. As publishing in Africa becomes increasingly inchoate our task will become in some ways more difficult, the benefits of the Internet notwithstanding, yet also more rewarding when we are successful. The libraries represented on the Africana Librarians Council have been outstandingly successful in making Africana widely available in North America over the last 40 years. I wish you equal success in the years to come.
SUMMARY OF DISCUSSION ON PANEL ON COLLECTION DEVELOPMENT

Mette Shayne

In the discussion of collection development one participant pointed out that nowadays we should not differentiate between collection development and document delivery. The important thing is to get the appropriate document to the researcher whether borrowed, copied, or acquired by purchase.

Considering the lack of bibliographic control, i.e. national bibliographies, in most African countries, support for initiatives like the ABC, the African Books Collective, is very important. However, members pay a fee that some publishers cannot afford, but membership fees may be waived in return for a smaller percentage of the profit. It was suggested that twinning with northern or western publishers would help the African publishing houses, also opening more grant possibilities.

The U.S. should be commended for its considerable Africana collections which few African libraries can match. U.S. librarians should help their African colleagues build Africana collections.

On the question of archives, the ALC does include archivists and the name of the Africana Librarians Council used to be Archives Libraries Committee. The problems of obtaining archives were discussed, like the risks of waiting too long to make arrangements for a collection which will then be lost. Archives should preferably stay in the country of origin, but in some cases an owner may specifically have stated where he or she wished their papers to be. Countries now often have a law prohibiting archival material from leaving the country.

Collecting oral sources is still being done in Ghana, but due to lack of staff, this material is not yet processed.

From collecting the past to worrying about future collection development problems, concern was expressed about the trend to take collection development away from the librarian and outsourcing the acquisitions program to a dealer who then decides which books come into the library. While reminiscing about the past, the future of librarianship as we know it is very much in the dark.
PANEL ON COOPERATION

Chair: Phyllis Bischof, University of California
Birgitta Bergdahl, Uppsala University
Saliou Mbaye, Direction des Archives du Senegal
Regina Shakakata, World Health Organization, Lusaka
COOPERATIVE ACTIVITIES AMONGST AFRICANA COLLEAGUES: AN
AMERICAN PERSPECTIVE

Phyllis B. Bischof

A Sotho proverb, my favorite of all African proverbs, is Motho ke motho ka batho babang! A person is a person because of other people. By extension, a group like ours is likely to realize itself most fully if it is made up of people keeping each other human --who cooperate. Thus, that Africana librarians were the first area association in the U.S. to propose a cooperative microform project, and that they have accomplished many outstanding cooperative projects will not surprise those who know the importance of community in African life and culture.

In a recent rereading of the festschrift honoring Hans Panofsky, I am impressed with the accomplishment of so much Africana library and archival work by so few workers in so short a time. This 1989 publication itself stands as an impressive achievement by members of the Africana Librarians Council (ALC) and the Cooperative Africana Microform Project (CAMP)--those whom John Howell termed an Invisible College. John proposed a project in his festschrift essay entitled: "Creating a Standard List Online of Books on African Studies for Undergraduate Libraries and Keeping It Up-to-date." Although we have not yet worked on this project, I hope we will consider anew his proposal as a candidate for one of our next cooperative efforts.

The festschrift accomplished many things, and has served as a benchmark for the activities of our group 30 years into its young life. Its essays serve as a marvelous introduction to our field for those who will be "on seat" after we current incumbents have moved on. David Easterbrook in a brief history of ALC and CAMP, detailed early goals of the groups, most of which required intensive cooperation, and indicated progress toward them as of 1989. The group's first annual report noted 13 issues it wanted to address:

- "dissemination of information in printed form about the status of Africana collections in American research libraries;
- formation of an African "division" at the Library of Congress;
- publication by the Library of Congress of a monthly African accessions list;
- preparation of a guide to Africana in the National Archives;
- sponsorship of a national conference on Africana library resources;
- preparation of a retrospective national Africana catalog;
- facilitation of the acquisition of Africana;
- preparation of national bibliographies for each African nation;
- preparation of a national guide to Africana research collections;
- investigation of means through which representatives in Europe and Africa could collect Africana for American libraries;
- assistance to the International African Institute in expansion of coverage in African Abstracts;
- encouragement of the production of reprints of Africana;
- sponsorship of microfilming programs of Africana research materials, including archives."

These goals may be summarized as efforts to collect, publicize, preserve, and provide access to Africana, especially in this country. Our presence here today fulfills the fifth goal,
namely "sponsorship of a national conference on Africana library resources." As Easterbrook noted: "The activities that resulted for the purpose of meeting these priorities constitute much of the history of the Archives-Libraries Committee and CAMP." I expect that the published proceedings of our present conference will serve as benchmarks of further progress since publication of the Panofsky festschrift, and will also serve to outline future goals.

Recent (selected) accomplishments of ALC and its members include:

- Publication of an electronic journal, established by John Howell, published since November 1996.
- Continued publication of Africana Libraries Newsletter (ALN), established in 1962, and currently edited by Joe Lauer.
- Maintenance of online (private) listservs for ALC--set up in 1992 by Greg Finnegan, with backup provided by Karen Fung. These lists are a natural outgrowth of the ALC directories provided annually by Greg Finnegan since October 1988. Greg shared with me the impetus to begin his listserv, which was in connection with our desire to circulate information concerning our former colleague, Betsy Widenmann. These listservs and contact information, together with ALN, greatly facilitate our communication and cooperative interactions.
- International Directory of African Studies Scholars set up by Joe Caruso and available electronically since May 1996 at http://www.columbia.edu/cu/libraries/indiv/area/Africa/. This directory represents a leap forward in its global scope and currency from earlier directories of U.S. scholars which provided national coverage only.
- Websites for ALC sponsored by the Library of Congress and developed by Joanne Zellers and for CAMP, developed within CRL's site.
- ALC Manual developed by Razia Nanji, currently posted on ALC's website.
- LC Cooperative Accessions Projects which have enormously benefitted participant libraries.
- Catalogers at many institutions have worked to increase access to Africana materials through sharing cataloging records to the national (and now international) databases such as OCLC and RLIN. ALC's Cataloging Committee projects have included elimination of pejorative subject headings, establishment of new African language codes, and advice on revisions of Dewey Decimal Classification project. Currently the Committee is involved in work on an Africana Subject Funnel project whereby those who need to create new subject headings submit them to Elizabeth Plantz, who forwards them for addition to the national LC authority file. It is hoped that in the future African librarians may be able to participate in this project.
- Two conferences on the Future of Area Studies Librarianship sponsored by Indiana University and organized by Nancy Schmidt and her Indiana colleagues.
- Newspaper union list maintained by Mette Shayne for current receipts. Among other benefits, this project can help prevent multiple filming of the same titles. Given the high cost of filming, can we take further steps to avoid duplicative filming?
- Circulation of lists of duplicate titles.
Electronic Technology [ER] Taskforce has benefitted each of us. New, subject-focused sites, such as Janet Stanley's for African art to which Karen has linked, will obviate the need for Karen to track in her own guide new sites for such areas already well covered. We will undoubtedly be seeing more specialized sites like this new one for African art.

Other national cooperation projects include:

- **CAMP continues to be an organization of central importance to each of us, with a scope so far-reaching that I can mention only one or two aspects of its work herein. The Center for Research Libraries' (CRL) Foreign Newspaper Project provides bibliographic access to CAMP's newspaper holdings.** The following URL lists African newspapers currently held by the Center, newspapers currently received, currently filmed, and held by CAMP: [http://wwwcrl.uchicago.edu/~paper/Foreign_newspapers.html](http://wwwcrl.uchicago.edu/~paper/Foreign_newspapers.html). A foreign Area Studies microform project committee of the chairs of the various area projects has existed for several years at CRL. This group facilitates collaboration among the several foreign microform projects.

- **Foreign Periodicals Project--four libraries obtained funding from the U.S. Department of Education to improve acquisitions of Africana newspapers and periodicals.** Lobbying to secure this three-year funding was led by Deborah Jakubs of Duke University.

- **ARL/ALC/CAMP Newspaper Project.**

- **A Symposium on Access to and Preservation of Global Newspapers was held in May 1997 at the Library of Congress and cosponsored by the Association for Research Libraries (ARL), the Center for Research Libraries (CRL), the Commission on Preservation and Access/Council on Library Resources (CPA/CLR) and the Library of Congress. The purpose of the symposium was to define the problems of collecting, storing, preserving, and providing access to international newspapers and most importantly, to design an action plan to guarantee acquisition of and access to international newspapers.** It is worth noting that ALC had developed a draft proposal to film cooperatively African newspapers well in advance of the conference. An action plan is currently being drafted by the groups which sponsored the symposium.

- **Title VI Project(s) under the U.S. Department of Education.** One of the valuable things about the Title VI cooperative program is that funding for a pilot program was essentially in place, and work could commence immediately on designing it and thereafter carrying it out, as opposed to a need to pour energy first into fundraising. An online discussion list set up by Karen Fung facilitates communication among participants. The experience gained in our pilot project, filming Court Records in the Senegalese National Archives, should result in expanded and more effective preservation efforts in other venues.

International cooperation projects include:

- **AFLIB-Listserv**

- **IFLA and Black Caucus, ALA**

- **Al Kagan ran a Government Documents Workshop sponsored by the Anglophone Africa Seminar on Government Information and Official Publications and the IFLA Regional Section on Africa.** The University of Zimbabwe hosted this workshop in Harare in December 1995.

- **American Library Association Fellows Program**

- **Social Science Research Council Museums Project**
Future Goals:

I hasten to emphasize that these are priorities as I see them, not those of any group:

1. Particularly important is an international union list of Africana microform projects and publications.
2. International coordination of microfilming African newspapers and other materials as appropriate with all interested parties, whether in Africa, Europe, Australia, or elsewhere.
4. More exchange of information and cooperation with librarian colleagues in Africa and in Europe. This conference, with its attendance by colleagues from several continents is a step in that direction. Perhaps some of the personpower we need to accomplish cooperative projects can be found by working electronically with colleagues abroad. If we could link efforts in this way, then reduced funding and staffing at many libraries may be at least partially overcome via carefully targeted priority projects addressed across continental boundaries. Could we, for example, consider foreign submissions to ALN? Might we submit grant proposals sponsored across national boundaries to international funding agencies?
5. The establishment of a West African Field Office for the Library of Congress.
6. More cooperation with information technology people. The Electronic Resources Taskforce has become a key unit within ALC and the African Studies Association generally, providing leadership in this area. Each of us has felt the pressure of learning new technologies and trying to balance acquisitions of traditional with newer electronic forms of information. In connection with these challenges I quote from a 1997 statement by historian Professor Leon Litwack at the University of California, Berkeley, which makes the following points:

   The future of the Library will no doubt lie in some form of digital technology, with technocrats deciding how library funds will be spent and what faculty and students at the University of California will see. Digital access will come to be viewed as a cost-saving substitute for the expertise of professional librarians. But these changes will exact a heavy price....In our eagerness to implement the new information technology, there is no sense of the need for balance, little or no awareness that different academic disciplines may have different needs, not all of them fulfilled by the new technology. We find ourselves, instead, embracing that technology uncritically, without considering its cost, maintenance, reliability, and value.4

I suggest that this brief passage gives each of us several assignments, including individual and collective assessments of the value of digital products, particularly in terms of African Studies resources, and the assessment of appropriate funding balances between digital and traditional forms of information.
7. Elicit more cooperation with other area specialists, as was done with the Future of Area Librarianship Conference, in lobbying for the Foreign Periodicals Grant, and in setting up a coordinating group of Area Microform Projects in the Center for Research Libraries.
ALC has throughout its existence been a small band of dedicated individuals working together for common aims. In our first 40 years we have accomplished most of our initial goals. In the past decade many conditions have changed dramatically, and thus as we move forward we have the challenge of reduced funding for African Studies overall, the commercialization of scholarly publication (even a potential farming out of the publication of our Association's journals within our own organization), the folding together of Area Studies responsibilities geographically, as occurs when International Studies Librarians—even at major research libraries—are appointed to work with collections from many foreign areas. We all know the effort it takes to do a superior job in covering well just one foreign area! The amalgamation of control of publishing houses into fewer and fewer massive entities appears to mean the dumbing down of topics covered. For us this appears to mean fewer scholarly monographs on African Studies topics.

It is difficult to discuss issues of cooperation without acknowledging these, and other trends in American research libraries. These trends include reduced collections budgets, massive serials cancellation projects, downsizing of staffs, a frequent incorporation of the language of the marketplace into library planning, and shifts of resources, both staff and monetary, into digital efforts. What to do about these big issues? Among steps within the reach of each of us is collaboration with other area specialists and library leaders as we frame ongoing discussions of these sweeping issues within varied library communities and on our campuses, particularly as these issues intersect with our goals. Unless we maintain our viability as key actors within decision making in our research libraries, we cannot act effectively as area specialists either as individuals or in concert cooperatively. I have no doubt that we will each contribute as we can to our cooperative projects so necessary as we continue to provide collections of Africana needed throughout this country and beyond by those who would study, teach, and understand Africa.

Notes:
2. Ibid., p. 19.
3. Ibid., p. 20.
ADVANCEMENT OF LIBRARIANSHIP PROGRAMME IN AFRICA - A WORK ACROSS BORDERS

Birgitta Bergdahl

Dear colleagues, my background is north European and, of course I have a Scandinavian or Swedish perspective when I work. Through the Advancement of Librarianship in the Third World (ALP), I am trying to support library development in three regions: Africa, Asia and Oceania, and Latin America and the Caribbean, which is, indeed, a difficult task. In 1991 when I started to work for ALP, on my own, at Uppsala University Library, success seemed nearly impossible, in a country as far away from the Third World as can be imagined. But the new technology changed the conditions completely. First the fax and then email all of a sudden opened the way to every part of the globe.

I am very interested in history and in different cultures, so more and more I have gained an international perspective and a more humble attitude to the work which I am trying to accomplish. Nevertheless, on and off I experience cultural collisions with IFLA members in the regions. I am very surprised every time, but try to learn something from them.

The Swedish Government has just published a report, "Partner with Africa: Proposal to a new Swedish policy for our contacts with Africa south of Sahara," in which the vision is a strong Africa, as a partner in an equal exchange with Sweden and other countries. This is the way in which ALP has always worked in Africa.

We work in close cooperation with the IFLA Regional Standing Committee for Africa and with IFLA's Regional Office in Dakar, Senegal. We only support projects which have been approved by the Committee. Those who are responsible for the projects in Africa do most of the work themselves. ALP International Focal Point only gives administrative support when requested.

The local organizers pay for much of the work themselves and also raise funds from other sources. One example is the series of microcomputer workshops for library directors in Africa which Kay Raseroka proposed in 1990. In all those workshops there were no foreign "experts." The teachers and instructors came from the organizing country or from the subregion, and only hardware and software used in the subregion were demonstrated. ALP has supported five such workshops so far: two for English-speaking librarians (one in Botswana for eastern and southern African countries, and one in Ghana for the West African countries), and two for the francophone countries (one in Senegal for Central and West African countries, and one in Morocco for the North African countries). The latest workshop was in South Africa this year, not for library directors this time, but for librarians from deprived institutions. The final workshop, for the lusophone countries, will take place early next year in Cape Verde.

IFLA's Role in Africa

John Willemse from South Africa, former member of IFLA's Professional Board, asked me last year in The Hague what role IFLA could actually play in Africa. He was referring to SCECSAL, the Standing Conference for Eastern, Central and Southern African Librarians, which for him played a very great role. I still owe him an answer to that question which I will give to you now.
IFLA's role in Africa is to encourage cooperation across all the artificial borders imposed by the colonial powers which have separated nations, peoples, languages, and cultures. The needs for library development are the same in most African countries, and IFLA has a very important mission to convey information across all those different frontiers.

Two Pan-African Seminars

ALP has supported two Pan-African conferences and will be supporting other cooperation throughout Africa. The first conference was held in Nairobi, Kenya, in 1993 and was on preservation and conservation of library and archive materials in cooperation with IFLA's Core Programme on Preservation and Conservation (PAC) and the International Council on Archives (ICA), and of course, with IFLA's Standing Committee for Africa. Musila Musembi, Director of the Kenya National Archives was responsible.

The idea of the conference was born at a seminar in the fall of 1990 which the PAC Core Programme arranged in Loughborough and London for anglophone librarians and archivists, where it was realized that the time had come for librarians and archivists on the African continent to develop their own long-term solutions, based on African realities, to the problems and needs facing them. The conference brought together 70 participants from 24 African and eight other countries, representing African decision makers in archives, libraries, and schools of library, archive, and information science, government bodies and ministries, and some international experts.

The most important resolutions were:
- that IFLA's African Regional Standing Committee should coopt, in cooperation with ICA's African regional branches, a Pan-African Standing Committee on Preservation and Conservation to monitor and coordinate the implementation of the resolutions of this conference;
- the establishment in each country of a committee to develop a national preservation policy for implementation by their governments;
- the expansion of existing training programmes for librarians and archivists to devote more attention to preservation issues and the underlying sciences.

The Proceedings were published by IFLA headquarters in English and French in 1995. I finally managed to secure money for the Joint IFLA/ICA Committee on Preservation in Africa (JICPA for short) from DANIDA (the Danish Agency for Development Cooperation), which granted us no less than $220,000 for the committee's work for the years 1997-1999. I am sure that Mr. Mbaye will tell you much more about the important work of that committee.

The second conference was the Pan-African Seminar on Information Provision to Rural Communities in Africa, held in Botswana in 1994. Kay Raseroka, Director of the Botswana University Library, was the responsible organizer. The organizers invited only participants who had ongoing or completed activities, whether successful or not, researchers and lecturers from library schools in Africa, and also people who could give subregional overviews. They represented a substantial number of countries in Africa. The seminar was very informative and the proceedings are published in the ALP Report series, both in English and French (the French version being published in Senegal). They are two of our bestsellers. You have a complete list of ALP Project Reports available in the room. You also will be able to find the full reports on IFLANET (http://www.nlc-bnc.ca/ifla/) in the near future.
The resolutions passed at this seminar concerned, among other things, evaluation of information provision to rural communities. This is now a completed project thanks to Diana Rosenberg of the International African Institute in London, who has just finalized, "Guidelines for the evaluation of information provision to rural communities," a project financed by UNESCO and ALP with money from SIDA (the Swedish International Development Cooperation Agency). An expert meeting will take place next year in Senegal, also financed by ALP with money from SIDA.

One other cross-border project in Africa is a bilingual journal to be published by the IFLA Regional Office in Dakar. This is the first library journal to appear in Africa in French and English, so that the results of projects, research, and development can be made known to all African librarians across all borders. Henri Sène, IFLA’s Regional Manager for Africa, will be the editor-in-chief.

The Bart N’wafor Staff Development Programme started this year. It is an in-service training programme, which gives people from different countries in Africa a chance to work in another country. This project is financed by NORAD via ALP, but the project is handled entirely by the Africa Standing Committee and the Regional Office in Dakar. Two persons from Senegal and one from Ghana were nominated in 1997, and hosts were the University of Zimbabwe, the Centre de Documentation Nationale in Tunisia, and the University of South Africa (UNISA).

ALP also supports model projects whose results we hope shall spread like rings on the water all over Africa.

I hope that this information shows you that ALP, the Regional Standing Committee for Africa and the Regional Office in cooperation really are spreading knowledge all across Africa.

Notes:
THE SENEGALESE ARCHIVES AND INTERNATIONAL COOPERATION

Saliou Mbaye

Due to its structure and the political willingness of the Senegalese state which reports to the General Secretariat of Government, and consequently, to the Prime Minister's office, the Direction des Archives du Senegal functions at an international level. The Direction includes an archives, a library, and a documentation centre. Each of these components takes part in international cooperation and in the sharing of documentary resources. My comments will be to present succinctly the main lines of our cooperation policy.

The Direction des Archives du Senegal, a documentary complex, is through its various elements, a member of three nongovernmental organizations which cover the information field: the International Council on Archives, (ICA), International Federation of Library Associations and Institutions (IFLA), and International Federation for Information and Documentation (FID).

We must, all the same, recognize that its presence within FID is less marked than it is within ICA and IFLA. The reason is, no doubt, that the Documentation Centre of the Archives has not the national centre status that has devolved to the National Centre of Scientific and Technical Documentation (CNDST), a structure that reports to the Ministry of Scientific and Technical Research.

Our library, which plays the role of a national bibliographical agency takes an active part in all the national and international activities linked to library science. It manages the ISSN National Centre (International Standard Serial Number) and in that capacity, it takes part in the General Assembly meetings and in the ISSN Centre directors meetings. Every year it transfers to the international file of the ISSN International Centre in Paris, the keyboarding sheets of Senegalese serials recorded during the year (about 50). It participates also in the meetings of 49 national French-speaking libraries, members of the French-speaking World Summit. Lastly, it is the national focus centre of the International Data Bank on the French-speaking States, (BIEF), a programme decentralized from the Technical and Cultural Cooperation Agency (ACCT), having its Headquaters in Ottawa. In that capacity, it is a liaison between the BIEF and the nonacademic Senegalese documentary services. Finally, it has, until recently, had to host the Executive Secretariat of the African Standing Conference on Bibliographic Control (ASCOBIC), which, with the support of UNESCO, has worked extensively on the establishment and diffusion of national bibliographies from African countries south of Sahara.

Finally, our Library, despite the current economic difficulties, continues exchange relationships with the largest libraries in the world, particularly in France, with the National Library of France and the Centre d'Etude d'Afrique noire in Bordeaux, in the United States with the Library of Congress, the Libraries of Northwestern University, Indiana University, Hoover Institution, Columbia University, University of California and others, the United Nations Library in Geneva, the National Library of Tunisia, the School of Oriental and African Studies (SOAS) Library in London, and that of the Scandinavian Institute of African Studies in Uppsal in Sweden. In this respect, we must point out with pleasure, the establishment within the Senegalese Archives, of a pilot project of CAMP (Cooperative Africana Microform Project) dealing with the microfilming of justice archives in colonial Senegal. We nevertheless regret
that the African exchange partners are not numerous. The main reason lies in the difficulty of communication inside the continent.

As for archives, we must note that the Senegalese Archives include the archives of former French West Africa (AOF), that under French domination, brought together from 1895 to 1960, eight territories: Mauritania, Senegal, Sudan (present day Mali), Upper Volta (present day Burkina Faso), Niger, Guinea, Ivory Coast, Dahomey (present-day Benin) and from 1936 to 1946, Togo. Consequently, out of nature and purpose, the Archives involve cooperation among Senegal, France, and Africa although at the present time there is no formal structure responsible for giving impetus and for supporting that three-way cooperation. However, at the bilateral level, the Senegalese Archives keep up with a certain number of countries, archivists, and data exchange relationships including France, Guinea, Burkina Faso, Mali, and Cape Verde.

The Senegalese Archives are an active member of ICA. They take part in Congresses which ICA organizes every four years, as well as in the annual meetings of the International Conference of the Round Table on Archives (CITRA), which are devoted to the national Directors of Archives. The Director has been, for many years, a member of the ICA Executive Committee and of the editorial board of Archivum, the ICA review. The Archives participate in the activities of the West African Regional Branch of ICA (WARBICA), which brings together the national archival institutions of West Africa. The Director was the first Chairman of WARBICA.

The Senegalese Archives represent, on behalf of ICA, the WARBICA within the joint committee IFLA/ ICA for conservation in Africa (JICPA), which is made up of six representatives of IFLA and four members of ICA. The aim of JICPA is to create in each country, a national committee in charge of making the archivists, librarians, and museum curators aware of the necessity to conserve one's cultural heritage.

In collaboration with ICA, UNESCO, BIEF or other organizations, the Senegalese Archives in Dakar has organized many international meetings for the professionals of Africa and even of the world.

Lastly, the Archives receive many foreign researchers from countries of former French West Africa, France, the United States, Canada, Morocco, Germany, and the Netherlands. To take stock of the research on French West Africa (AOF), in June 1995, the Archives organized a symposium bringing together about 200 researchers from all over the world. The topic was French West Africa : Outline of African integration. The proceedings have just been published in two volumes of more than 1300 pages.

What are the means available for the Senegalese Archives to achieve successful cooperation? Without a doubt they have little means and so it slows down or even brakes our documentation exchanges. We are often restricted to call upon the Embassy cultural advisers in Dakar for parcel dispatch. In our exchange policy, we offer to our partners, some copies of the Gazette but above all the Bibliography of Senegal, an annual publication which draws up an inventory of all the Senegalese monographs and serials recorded by our Library. Compared with what we receive from our partners, it is too little, but it is enough for us to go on participating in the exchange programmes in the world. By Senegalese publication, we mean any monograph published on Senegalese soil, or written by a Senegalese, or devoted to Senegal. The Bibliography, despite the computerized processing of its data since 1989, continues to be late. The most recent issue, published in 1995, has combined the numbers 62, 63, 64, 65 which cover
the years 1990, 1991, 1992, and 1993. But some efforts are now being undertaken so that a cumulative issue covering the years 1994, 1995, and 1996 can be published at the end of the year.

At the material level, we have at our disposal eight computers, but we are not integrated into any big information nets of the world. We have just connected to the Internet and we have a Fax machine (number 221 22 51 26). There is still much to be done if we want to enter the information highways.

The Direction des Archives du Senegal has cultivated resource sharing and worked on the extension and the deepening of international cooperation in the fields of documentary information and research in the human and social sciences. It continues in this way, although it has not yet acquired a perfect command of technical skills and technological progress which will open access to the electronic information highway.

Notes:
A Day in the Life of an African Librarian

An African librarian in a typical health science library, be it academic, research, or hospital ends the day on a dissatisfied note and begins the following day with a familiar depressing newspaper heading alleging further decline in the strength of the national currency, reduced funding to one's parent institution, and the story goes on. The library building itself, a much neglected once-upon-a-time modern stylish structure, welcomes its emancipated staff. Hearty good mornings exchanged among the staff cheer each one of them as they shuffle in between the book shelves, where they shelve the aged books so gently that they are given longer life. The age long periodicals dependently lean on each other for support, offering the only hope for current health literature to the researcher and academician.

The brilliantly colored volumes of *Index Medicus* are up-to-date owing to the World Health Organization, which in 1986 offered to pay subscription fees to this abstracting index and 14 other journals in the field of obstetrics and gynecology. It was so gratifying to have an up-to-date publication that nobody noticed the cumbersome search procedure of using that index because the better alternative was not known and remote. Some outdated medical dictionaries and encyclopedias graced the reference shelves, while users and visitors to the library were introduced to the collection with satisfaction.

Theoretically, the interlibrary lending services at the British Library and the UNESCO library services existed, but the deeply depreciated economy rendered it difficult to use the services. Failure to subscribe to professional journals further closed out the African librarian to prospects to network with other professionals at regional, national, and global levels. This situation paved the way for the redundancy of the African librarian. Not all African librarians, South African librarians, at least some of them, were shocked to learn of the negative state of some African libraries in the eastern and southern African regions. I guess it is an unimaginable situation to those that have not had the opportunity to visit some of our libraries in Africa. To those that have visited us in our own environments, the temptation to extend a helping hand is great. This is why micro partnerships touch many partners and would-be partners.

A Lonesome Beginning Turns to Partnership

The partnership that is the subject of discussion here started with a lone visit by one of the program managers from the American Association for the Advancement of Science (AAAS) in 1990. Later the Medical Library was networked to SatelLife of Cambridge, Massachusetts; the University of Florida Health Sciences Center Library; The Dreyfus Health Foundation (The Health Foundation) of New York; the Commonwealth Regional Community Health Secretariat, and collaborators such as USAID and the Government of the Republic of Zambia. It is through these windows that some partners were identified in science and technology information systems (STI), information and communication technologies (ICTs), and librarianship. The focus of this paper is the relationship between the University of Florida Health Sciences Center Library and the University of Zambia Medical Library.

The beginning of the twinning was informal; it was sustained by the enthusiasm between
two librarians and support from the Dreyfus Health Foundation and the Zambian Mission to the United Nations. The photocopies that were obtained through the University of Florida Health Sciences Library were initially transported to UNZA Medical Library courtesy of the Zambian Mission to the United Nations in New York, and through the Ministry of Foreign Affairs of the Republic of Zambia in Lusaka. The chain was long, but it was the next best process in a situation where interlibrary loan services had long died due to lack of funds. The goodwill shown by the partners was so highly valued that several years after the chain has been shortened, it gives me delight to talk of their support in the beginning of our partnership.

Problems and Shortcomings

From a physical structure point of view, the UNZA Medical Library started off on a problematic note way back in 1970 at the then Oppenheimer College of Social Services, currently the Ridgeway Campus of the University of Zambia (School of Medicine). Right from the beginning, the Medical Library assumed the premises used by the former college library. In 1973, needing to bring the Medical Library within proximity of the Professorial Block, the collection moved to the University Teaching Hospital (UTH) Department of Pathology store room, with a view to relocate it in an appropriate building. Today the Medical Library still stands in the same place. It lacks even basic services.

The book and periodical collections flourished with the economy of the 1970s and declined with the dying down of the economy, which reached its climax in the mid 1980s when the Zambia Kwacha local currency was first auctioned. The 718 subscriptions were last renewed in 1985. Although the entire institution suffered the consequences of nonrenewal of periodical subscriptions, the impact on the Medical Library services and School of Medicine proved to be the worst. Books and select publications of the World Health Organization (WHO) continued to trickle in from organizations of good will and from WHO. The implication of such a development was that the book collection was not tailored to academic needs, but rather on the basis of whatever comes is good for the collection. Therefore, acquisition policies became redundant. The future offered no hope to return to a normal situation.

A steady decrease in human resources ensued as the Southern African market, with its prosperous opportunities, lured many professional librarians to greener pastures. Professional consultation became more and more difficult. Even the availability of professional bodies like the Association for Health Information and Libraries in Africa (AHILA) did not ease the situation because of the immense communication problems that were characteristic of the African continent during those days. Training opportunities dwindled at the same pace as other resources. While appreciating the difficulties of securing professional trained staff for the Medical Library, staffing the Medical Library at below minimum staffing levels made it very difficult to run.

The major shortcoming of the Medical Library is the lack of a separate regular budget. Therefore, when the national economy took a nose-dive into destruction and funding to the parent institution was drastically reduced, it became difficult to redeem the Medical Library from oblivion without a basis on which to argue for sustainable financial support from the parent institution. The little money that trickled in from donors was all used at the University of Zambia Main Library. There is no guarantee of the retention of good staff in the Medical Library as there once was, and there still is no permanency. This causes work disruptions,
sometimes to the detriment of the job.

The Medical Library took stock of all the problems and shortcomings and prescribed possible solutions. Copies of the document were tucked away carefully, waiting for an opportunity for a helping hand. The helping hand came with that lone visitor from the AAAS. The problems have been reduced to manageable levels through cooperation with partners and collaborators. A lot still needs to be done.

Response to Need

The response to identified problems seemed bleak at first, as years went by without a glimmer of hope. However, the effort to list the problems bore fruit to such unimaginable levels that this review of the partnership progression will leave many empowered to begin similar partnerships because, although it costs money to retain, it is relatively inexpensive to sustain partnerships especially if partners develop creative means of finding resources. All the organizations that responded to the Medical Library's call for help shared certain values with the Medical Library. Some of the values included:

- Getting to know one's partner well;
- Making available information on one's problems and shortcomings to a partner facilitates the development of the relationship;
- Communication is one of the most important attributes in a partnership program;
- Persistency and patience when requesting help is another useful attribute;
- At least one committed person on either end of the partnership;
- Creative use of resources and ability to create a collaborative environment with partners helps in using resources sparingly;
- A little time for fun whenever possible helps to build a healthy partnership.

The golden rule which should be considered by requesting partners is that all requests should be carefully analyzed for possible positive impact. Should the odds outweigh the gains, there would be need to review the request even before it is sold to the partner.

Mingling with Partners

Earlier on I talked of the need to get to know your partner. This is the costly part of the partnership program because at times it calls for visits to partner sites. There have been such exchange visits between the University of Florida Health Sciences Library and the Medical Library. For both partners in the southern and northern hemispheres, such visits are eye-openers and are enriching experiences. That is the best way to get situation analysis and base collaboration on real issues rather than on assumptions. It is through these visits that it is possible for me to be here today.

UNZA Medical Library and UF Health Sciences Libraries Email Use

The two institutions used email to request and fill literature search reprint requests as far back as June 1991 because that was the greatest need for the technology. One of the breakthrough messages was in 1992/1993, when there was a cholera epidemic in Kitwe (Copperbelt Province) and Lusaka (Lusaka Province.) The Medical Library sent an email requesting a search on the management of the cholera epidemic. The full text reprints arrived without delay and were quickly used to control the epidemic. Dozens of lives were saved that
CD-ROM Technology

CD-ROM technology was introduced to the UNZA Medical Library in July 1992, a year after the installation of email. Although the technology was regarded as lower than email, it remained most popular among the busy researchers who did not have much time to spend on the Internet. This technology was used together with email to fulfill full text article needs.

World Wide Web

Towards the end of 1994, Zambia had installed full Internet and the UNZA Medical Library had full access to the Internet. Although functions like the file transfer protocol (FTP), World Wide Web (WWW), Fax services, etc. in addition to email were available to clients, email still remained the most popular of the Internet services. WWW became very popular among the young undergraduates and graduate students. They, in turn, influenced their professors to seek sources for the references that were cited in their works. The UF Health Sciences Library did not just continue to provide full text articles but further trained UNZA Library staff in WWW searching and web page construction. That has enabled the library to provide its own content to the UNZA Medical Library homepage, http://www.zamnet.zm/zamnet/health/. This is done with the strong support of the UF Health Sciences Library.

Networking

One of the most important outcomes of using CD-ROM, email, and the Internet at the UNZA Medical Library is that appropriate health information has been repackaged for dissemination to the peripheral health facilities. The second most important outcome is the Library's networking activities further strengthened its capacity to access and disseminate health literature.

Summary

The collaborative efforts of the two institutions have improved access to health literature for clinicians, researchers, and students. It is measured through improved student performance that has been acknowledged by the UNZA School of Medicine. Use of technology is monitored through data collection/monitoring forms that are designed by the Medical Library. With the increased access to the health literature, the Medical Library has gained respectability as a resource for information. By using the present technologies, the Library and its users are no longer isolated from current medical knowledge and data.
SUMMARY OF DISCUSSION ON PANEL ON COOPERATION

Helene Baumann

Cataloging was mentioned as a significant aspect of providing access to materials. Africana catalogers have cooperated on a number of noteworthy projects over the years including revision of the classification schedules, recommending new MARC codes for African languages, and revising and recommending new subject headings in cooperation with the Library of Congress.

In connection with cooperative projects, the discussion initially focused on the importance of area librarians having various and collegial interactions with local faculty and administrators as a means of expressing our issues and priorities and keeping abreast of theirs. These aspects of our work include institutional and public outreach, the education of our constituencies, and lobbying for Africana funding. With the advent of email and listservs we can link our efforts with colleagues abroad in Europe, Africa, and beyond in ways which would not have been feasible only a short time ago. These technologies provide opportunities for new, substantive cooperative activities. They may enable us to undertake intercontinental projects, whether they be the creation of newspaper or other serials union lists, planning international conferences, or joint work on knotty reference queries.

Then the discussion turned to technological issues, including the importance of communication with systems staff and staying abreast of the many new technologies. Concerns expressed included the relative stability and longevity of microfilm, CD-ROM, and digitization, and the need for worldwide document delivery. An African colleague reminded us of the vastly different realities in Africa by pointing out that there is only one university library in her country. She related a horror story of disintegrating microfilm that produced noxious fumes after a power outage. African librarians are eager to learn about new technologies and to choose what is applicable in their libraries. Future cooperation among librarians in Africa, Europe, and the U.S. should be enhanced by new technological and communication capabilities. The hope was expressed that in bringing together colleagues from Africa, Europe, and the U.S. in this conference we will have created and nurtured connections which may lead to enhanced cooperation on many levels.
PANEL ON REFERENCE AND BIBLIOGRAPHIC INSTRUCTION

Chair: Gretchen Walsh, Boston University
Gboyega Banjo, Nigerian Library Association
Tom Johnsen, University of Bergen
Alfred Kagan, University of Illinois
Mary Materu-Behitsa, University of Dar es Salaam
The nature of research and the quest for information has changed over the years. So have librarians’ methods of aiding in that quest. This paper is a rather unscientific survey of those changes. Rather than “How we done it good at Boston University (BU),” it is a memoir of how we muddled through pretty well.

When I was studying anthropology in graduate school nearly 30 years ago, I tended to do literature searches by sitting on the floor of the stacks in University of Wisconsin’s library and scanning volume after volume of the journals I thought were the most likely to contain articles I needed. Later I learned about indexes, but they often yielded so little on my research topics that it always seemed easier to stick with my original method.

When I came to Boston University as head of the African Studies Library over 20 years ago, the card catalog on the first floor was the only access to the contents of the collection. The Boston Library Consortium (BLC) union list of serials could be consulted by means of a somewhat outdated printed catalog, or by using a microfiche set that was updated twice a year. Journal articles could be sought with a variety of print indexes -- Readers’ Guide, ERIC, etc., or subject bibliographies. Holdings of other libraries could be checked in big print catalogs, the NUC, or dedicated OCLC terminals in Technical Services. Students and faculty with financial support or private means could have a librarian do a computer search on several databases -- paying per minute of connect time, (via those odd acoustic couplers that plugged your computer into the phone to talk to Dialog’s computer), while a specially trained librarian worked her way through arcane logon and search mechanisms.

In the African Studies Library, up on the sixth floor and isolated from these centralized, state-of-the-art resources, we had an author/main entry catalog and our reference collection of specialized bibliographies. Most research strategies involved sending the student back down to the first floor, which was irritating all around. What I now call our graycell database developed in those days, out of sheer necessity. Our usual method of dealing with a question was to walk up and down the shelves of reference books, (only two rows, so hardly an arduous task), plucking off works that might be of use, and to think of one or two books in the circulating collection that might come close to the topic, find them in the author catalog, then send the student on to the shelf to browse, or down to the subject catalog, armed with at least a few valid subject headings. Not at all efficient, but it worked most of the time, and it developed and reinforced our own knowledge of the collection.

Now, very much has changed. Terminals throughout the building give access to BU’s online catalog and the services available through the BLC: the union list, UnCover, and the catalogs of each of the BLC members. CD-ROM stations in General Reference offer access to an array of electronic indexes and fulltext databases with user friendly interfaces. Researchers can use several computers in the African Studies Library area, or at home, to access the BU Libraries’ web site and thus gain access to some of those databases as well as many others, and can go further afield to search for information on the Web. We also offer specialized CD-ROM resources in the African Studies Library. But for all the progress, much stays the same. For some topics we still have to depend on the graycell database, then send researchers to scan...
through stacks of volumes. Not everything is indexed, not everything is accessible electronically.

As a research library in a large urban center, Boston University's African Studies Library serves the research and information needs of a broad spectrum of people. Users include undergraduates embarking on their first academic exploration of Africa; faculty and graduate students pursuing more complex research; immigration lawyers corroborating claims for political asylum; journalists and filmmakers checking facts and background; members of the community with questions ranging from a suitable African name for a newborn child or the provenance of an African proverb -- most recently "It takes a village to raise a child" -- to locating potential markets for tractors. While borrowing privileges are restricted to BU students, faculty, and staff, or members of several consortia with reciprocal arrangements, use of the collection, the catalogs, and the collective graycell database of our staff is available to all. Since many of the African Studies Center's research fellows teach at area colleges, we do general and specialized orientations for their students, as well as for BU students.

It is not only this broad spectrum of users that makes research and reference assistance for African Studies complex. It is the nature of published and other information from and about Africa, and the changing structure of the information industry itself that present challenges -- challenges that are colored and intensified by the dismaying amount of erroneous assumptions and outright disinformation at large about Africa. Never-ending budget constraints don't make these challenges any easier to overcome.

For every reference question there are four factors affecting our ability to respond successfully and satisfy the researcher:
1. Does the researcher really know what he's looking for? Does the library staff understand what is sought?
2. Does the answer exist in some published form?
3. If so, can it be found using available tools -- catalogs, indexes, etc.?
4. If we do find information, can we assume accuracy?

There are three additional considerations:
1. In the process, has the patron learned more of how to use the library and its resources?
2. Can we use this experience to make similar quests easier for ourselves and the broader Africanist community?
3. Can we build tools -- in print, on a Web site, or in some other format -- to facilitate basic research and information quests such as this?

We don't have to elaborate on the problems of establishing clear communication between librarian and researcher, or the problems that a researcher may encounter in formulating his research strategy and articulating his needs. We all have anecdotes to tell, and strategies for conducting an effective "reference interview." A popular book recently declared that Men Are from Mars, Women Are from Venus. Sometimes it seems as if librarians are from Earth and some researchers are from Pluto. Since we serve a multinational, multicultural clientele, there are definite language problems. The problems I find most challenging are those presented by researchers who are nearly totally ignorant of African realities, but nevertheless are dead set on fitting their research into a preconceived framework, be that framework Eurocentric, Afrocentric, or simply idiosyncratic.
The second factor challenges us even more: Does the information exist in some published form? The answer is sometimes NO. Researchers expecting elaborate, American-style census information or data from opinion and consumer surveys will be disappointed. There's nothing I can find that tells me what brand of soft drinks are preferred by Malian teenagers, or the comparative market shares of the leading textile manufacturers in Nigeria. For researchers used to quantification of virtually every aspect of American life, it can come as a rude shock that analogous statistics simply aren't gathered in many African countries. If they are gathered, they may not be published, for many reasons. Lack of printing infrastructure is one obvious one, but unexpected data can be considered sensitive, such as phone books and maps for instance, or controversial, such as disputed censuses and reports of investigations into scandals and alleged corruption.

Bearing in mind that the information may not exist, we still begin the search as if we are sure to be successful. The next obstacle we meet is that of access. While computerized databases contain much valuable material about Africa, they don't contain everything. Perhaps the single most asked-for tool is an index to articles appearing in African newspapers. It doesn't exist. For students accustomed to searching NEXIS for current events, it is inconceivable that there is no equivalent for African news. NEXIS, although supposedly international in its scope, does not cover any African papers at all. World News Connection, the electronic manifestation of the old Foreign Broadcast Information Service Daily Reports, provides selective coverage and is searchable, but is hardly the equivalent of NEXIS.

Magazine and journal articles on Africa are not all covered by indexing services, even those which claim to be international in scope. As with newspapers, the major indexing services tend not to cover journals published in Africa. A number of local projects such as the CODESRIA indexing effort, the Nigerian Periodicals Index, and the Quarterly Index to Periodical Literature, Eastern and Southern Africa, published by the Library of Congress Field Office in Nairobi, are ameliorating this problem. British and American publications such as International African Bibliography, Current Bibliography on African Affairs, and the annual Africa Bibliography are very helpful. I am less familiar with European indexing efforts for African Studies, but some valuable ones do exist. Table of contents services, while not as useful as full indexes, provide another form of access. UnCover does include coverage of a number of Africanist magazines and journals, and the TOC notices on H-Africa are archived on their Web site. The latter are not currently searchable by keyword, but still provide an easier way of scanning than sitting with stacks of journals.

Other printed bibliographies are, of course, frequently useful for research of all kinds. The ABC-Clio World Bibliographical Series is an invaluable tool, as are the works in Scarecrow's African Historical Dictionary Series. In recent years, however, published bibliographies on African topics seem to be fewer in number and some have been of terribly poor quality. The trend seems to be toward broader and more general works, written by generalist bibliographers rather than Africanist specialists. This leads many people to doubt the continued utility of bibliographies. On the contrary, more are needed, but for highly specialized topics, with thorough indexes.

As for finding books in library catalogs, although computerization has been a true godsend, freeing us from the impediments of the card catalog, we have advanced only a little way in offering access to the contents of books. Contents notes for collections of essays are now
much more feasible than ever before, and, placed in the right field, are then accessible with a keyword search. But subject headings remain too broad to be entirely useful for many reference requests. If a student asks, for instance, for information on childrearing practices in West Africa, specifically about the typical age of weaning or attitudes about corporal punishment, we might find a book or two with the subject heading “children...,” but no assurance that the specific topics are covered. I would then suggest looking at ethnographies or the subject heading “... social life and customs,” but it could be a long, frustrating search. Somewhere, sometime, some writer has probably observed and commented upon what the student wants to know. It might be a page or two in a book about something else, or a paragraph here and there in a dozen books. If it’s out there, how do we help readers find those sought-after tidbits? Often it comes down to serendipity and the graycell database -- someone remembers reading something, and maybe we can dredge up enough of a citation to find the book or article, and go from there.

I always try to have students start with the library collection and work out from there. Many students, however, want to start with the Internet and Web, no matter how inappropriate those resources might be for their project. A student appeared at 6 p.m. with a paper due the next morning, needing the text of a Ghanaian law or piece of legislation relating to education reform. We don’t collect laws, but I located substantial holdings at Harvard’s Law Library. To satisfy her conviction that “something must be on the Web,” we looked at a dozen or so Ghana-related sites. Plenty of tourist, art, cultural, and investment information, but no text of laws. “Why not?” she asked accusingly, as if I were personally responsible for this dead end. As I left to catch my train home, she was calling Harvard to ask them to fax her the needed text. (The last I heard, she turned in the paper a week late.)

On the other hand, the Web utterly delights any number of people who are disappointed with our budget-driven narrow selection of African newspapers. If we can’t find the actual paper online, and often we can, the several Africa news sources keep them up-to-date. If for nothing else, this service makes me welcome Web resources to our conventional collection.

It seems impossible now, but it’s only been about five years since the Web made its first appearance, and its extraordinary growth has been undirected by (some would say “unfettered by”) the order-producing conventions of the publishing trade and the bibliographic control of libraries. “Awesome” is how I hear undergraduates refer to it. Many students think of the Internet as a vast library, infinitely and easily accessible. It’s not, of course -- it’s more like a huge flea market, offering potentially valuable gems amid a sea of junk. Search the Web? No matter what the search engine, the search is by keyword only. There are no fields in a Web site, no controlled subject vocabulary. It’s a terribly frustrating process. A search on the term ibeji, the wooden carved figures of twins among the Yoruba people of Nigeria, yielded hundreds of hits. Unfortunately there were problems with all of them. Some were clearly irrelevant -- names of art shops or reggae bands. Some looked promising, but when pursued yielded only the message that the URL was inaccessible. Still others could be reached, but turned out to be an isolated page or footnote, with no way of getting to the home page of the site to see if it might yield some real information. It must be noted that searching through several printed bibliographies on African art, Nigeria, and the Yoruba were also frustrating, because they did not have subject indexes that pointed the researcher to articles on ibeji.

The best that librarians can do to help researchers use the Web -- and it’s a tremendous service -- is to pull together the best sites they can identify and arrange them logically for
academic research, giving them descriptive and evaluative annotations. This makes it easier to browse intuitively with some hope of discovering what is sought. The sites developed by Karen Fung at Stanford University (www.sul.stanford.edu/depts/ssrg/africa/guide.html), Joseph Caruso at Columbia University (www.columbia.edu/cu/libraries/indiv/area/Africa), and Peter Limb at University of Western Australia (www.library.uwa.edu.au/sublibs/sch/sc_ml_afr.html) are among the best.

In the early days of Internet listservs and Usenet news groups, a phenomenon developed that I called the "confidential chat" method of research. The "Confidential Chat" is a column in the Boston Globe where writers read in, using pen names, to ask one another for advice, recipes, crochet patterns, etc. I've always been bemused by those who write the Chat rather than checking a reference book -- "What weather should I expect in Tucson in February?" Why should the anonymous word of strangers be better than a reliable travel book? On unmoderated - - and even occasionally on moderated lists -- students who are clearly in the earliest stages of a research project (never mind how imminently it is due) send queries such as "Hi, I'm doing a report on Rwanda. What's happening there now?"

While it's not at all the way to start research, I've come to depend on some lists as my last resort for helping patrons. The Africana librarians list, maintained by Greg Finnegan at Tozzer Library, Harvard, is a huge help. On it, I've found help for my constituency when I've struck out. Once a researcher needed an article in Revolution Africaine to prove that Frantz Fanon could not have interviewed Che Guevara in Algeria in 1966 because he was already dead. Our holdings started with the issue after the one needed. A colleague found the reference and even sent a photocopy of the article. (The interviewer was Fanon's widow, Josie Fanon.)

H-Africa, a moderated academic list, weeds out most "confidential chat" queries, but is a gold mine for certain quests. I've submitted queries on behalf of students, most recently one to track down information on two conferences on slavery and Gorée. We found the original thread of discussion on Gorée in the discussion log of H-Africa's web site, (h-net2.msu.edu/-afiica), and the query yielded several more references sent by list members.

When it works, the Internet works exceeding well. But the very nature of the Internet and the Web lead to its most disturbing drawback -- the lack of verifiable authority for most information to be found on it. As the New Yorker cartoon of a few years back said, "On the Internet no one knows you're a dog," similarly no one knows if the source of the information is a responsible scholar, a counter-revolutionary, an evil genius, or a prank-loving preteen. Has the text been altered? Is it the intellectual product of the sender or of some unnamed other person? Most scholars, even most students, approach printed information with an attitude of critical assessment, but this capacity for intelligent evaluation seems to dissipate rapidly when the information appears on a screen. In the aftermath of the crash of TWA flight 800, Pierre Salinger, an otherwise temperate thinker, created havoc by taking at face value an Internet piece asserting that the plane had been hit by a missile.

Sometimes the information may appear to be quite accurate and reliable, but there is no way of citing its authority. Guides instruct researchers on how to cite Internet sources, but sometimes quite good sites don't provide basic information such as the author of text, or the provenance of images. Sometimes fascinating information garnered from a web source simply cannot be used for a research paper -- and is so nebulous in its source that it should not be accepted by a teacher or editor.
Concern for accuracy is not confined to electronic resources. In the last few years I've noticed a disturbing trend in reference works on Africa. They are written by generalists with no African Studies background. A dictionary of ethnic groups in Africa was compiled by an author whose other credits included works on Viet Nam and John Wayne. A compendium of African rulers and heads of state, though crammed with amazing detail, was based on notes taken on the author's travels as a journalist. Facts given, the preface noted, could not be verified with citations because the author hadn't known at the time that his notes would grow into a reference book. Such off-hand attitudes don't give the discriminating reader much confidence, and discovery of even one or two blatant errors causes one to distrust the work.

Reference works are not the only specialist works that suffer from poor quality and dubious accuracy. The entire publishing industry, as it is subsumed by mega-conglomerates, looks for profits that are not forthcoming from narrowly focused studies of Africa, no matter how brilliant the scholarship and writing or how distinguished the author. Even reputable publishing houses are dropping costly parts of the publishing procedure, such as copyediting. Less reputable ones, such as those whose practices get written up in Lingua Franca, skip any sort of peer review.

Some of the most trustworthy reference books are becoming dated, and thus inaccurate despite the care that went into their creation. For instance, there has been no truly good, comprehensive atlas of Africa in English since the 1973 Jeune Afrique Atlas. We still use it, even though place names and boundaries have changed. We look forward to the forthcoming Encyclopedia of Africa South of the Sahara and Encyclopedia of Precolonial Africa and hope that these efforts will live up to our expectations.

With this long litany of problems, African Studies reference and research seems to resemble the aeronautic engineer's study of the bumble bee. It clearly couldn't fly: the wing span was too small, the body too large, the shape all wrong. But fly the bumble bee does, and we provide reference service and our users write papers and dissertations and articles on all aspects of Africa. Perhaps we've learned from Muhammed Ali to "float like a butterfly, sting like a bee".

If so, we're doing something right, along with all our colleagues at other African Studies libraries. How do we learn from each successful (and each unsuccessful) reference transaction, and how do we build on that foundation? Locally, we make sure that we teach something of how to use the library, its catalogs, and research tools every time we help someone. We do this in classes and orientations, as well as one-to-one consultations, and I also write an occasional column for the Africana Bulletin published by the African Studies Center. Thus every problem solved means that (perhaps) the student will know more of how to proceed with research himself. Every problem solved also becomes part of our collective graycell database, and will hopefully pop up to the surface when needed again.

Real progress, however, takes more formal action, and it takes collective, cooperative effort. The tools for making information accessible keep getting better, and in turn make it possible for us to undertake more and more projects. On the African Studies Library Web page, still very much under construction, we have put up several lists of uncataloged materials, starting with small files of telephone books and college catalogs. We have also made a reference list of newspapers and their holdings. The latter are cataloged, but not pulled together in the catalog in quite the way that students are likely to look for them. The typed lists we had previously done
were useful, but tedious to update and available only from the reference desk drawer. We are in the process of transforming the assorted notes and packs of 3x5 cards that we’ve made over the years as aides memoière for difficult or repeated questions into ProCite databases, and then putting them into HTML for the Web page as research guides. Wrestling with HTML and designing the format has been holding us up a bit, but we hope to make significant progress in the coming year, if the technology doesn’t change before we master it.

Going beyond our own mini-bibliographies and guides, I’d like to pull together some of the threads on H-Africa and other lists, where members have suggested books for reaching or researching specific topics. One fascinating possibility is a thematic guide to African fiction. The H-Africa threads include requests for novels dealing with African environment and children in war, and an Africana librarians’ list query was on novels dealing with female genital mutilation. Many people have their own graycell database of novels on this or that topic, but they could be pulled together as a permanent and accessible resource.

Collectively, the Africana Librarians Council has a number of initiatives underway: the Electronic Journal of African Bibliography, started by our late colleague, John Howell of the University of Iowa, and hopefully to be continued, began a series of bibliographies and bibliographic essays; the ALC Web site, recently brought up on the server of the Library of Congress, will provide information about the organization and its activities, and give links to information sources; the Africana Libraries Newsletter, currently edited by Joe Lauer at Michigan State University, has for nearly two decades provided notices of new publications, minutes of the ALC meetings, and a variety of information useful to Africana librarians. It will be going up as a Web site in the very near future, making notes on publications even more accessible. ALC is seeking funding from the Association of Research Libraries to create a Web-based union list of newspapers.

Hopefully, collective energy will grow enough for us to add indexing of journals and newspapers to this list of projects. Certainly expansion of H-Africa’s Table-of-Contents project could be a start to this end. Every idea spawns half a dozen more. A carpenter friend once responded to a comment on the theory of house construction with the laconic “Theory’s lazy.” “Brainstorming” may be a way of avoiding work. The hard part is selecting what’s feasible and buckling down to do the job, and as we start our second 40 years, I hope we’ll do just that.

Maybe eventually we’ll be able to deal with two favorite “impossible” questions:

1. “I need the list of the dissertations that haven’t been written yet.” and
2. “I’m writing a paper exposing the secret activities of DeBeers, and need the stuff that hasn’t been published about them.”

May we float like a butterfly and hand them a bibliography.
Preamble

It seems, in retrospect, that the early years of the Africana Librarians Council of the African Studies Association whose 40th anniversary we are gathered at this conference to celebrate, the late 1950s and early 1960s, were the halcyon years of Africana libraries on the African continent. It was the age of African decolonisation when there was a great interest among scholars on the continent in matching Africa's new political status with the quest to rediscover its past. Accordingly significant Africana collections were being established in the university libraries in Legon, Ibadan, Kampala, and other major centres of learning in Sub-Saharan Africa. These collections not only served the needs of scholars within the African continent but attracted African Studies scholars from all over the world.

Librarianship in Africa, whether for scholarly or nonscholarly purposes, has over the past two decades or so been going through very traumatic times. The sharp decline in the economies of most African countries south of the Sahara had brought in its wake severe reductions in public expenditure on health, education, libraries, and other social services. In the area of library provision, this has resulted in the so-called "book famine": severe reductions in library budgets leading to similar reductions in the acquisition of current books and journals. This has been all the more so because African libraries rely almost entirely on the information products of Europe and America, which have become increasingly unaffordable because of the sharp decline in the purchasing power of African currencies at the same time as the cost of books has increased steadily at source. The contribution of scholarly libraries within the African continent to African Studies research has consequently been on the decline and the once great and promising Africana collections have for some time now become a mere shadow of their once glorious past.

In the face of this, scholars in African Studies both within Africa and outside now, paradoxically, have to rely largely on the Africana collections of major African Studies Centres outside the African continent for their information needs. Many of these major centres and collections are in the United States of America. For this reason the 40th anniversary conference of the Africana Librarians Council is an occasion of considerable interest to African Studies scholars and librarians worldwide and it offers a unique opportunity to take stock. It is, therefore, fitting that the theme of the conference should be retrospective.

But the conference is also taking place at a time of change and transition of historic proportions. We are above all at the threshold of a new millennium. More to the point, our profession is undergoing fundamental changes brought about by recent and continuing trends in information globalization resulting from the incorporation of the applications and products of Information and Communication Technology (ICT) into information provision and management. Almost before news of the invention of the Internet could reach the African continent, it had become the hub of library operations in Europe and America as a reference tool, an information resource, and a communication device. These developments raise a number of important questions in African library circles. Would they inevitably lead to a worsening of the current state of dependency of scholars on the African continent on the knowledge and information products of Europe and America? Or could they, in fact, facilitate the contribution
of Africa's heritage of knowledge and the information products of African scholars and researchers to the global information superhighway? Is it, as some argue, the opportunity for African libraries to leapfrog from their current unenviable state and achieve a radical improvement in their information delivery capacity? These questions make it inevitable that this conference should be both retrospective and prospective in its scope, as its theme indeed indicates.

Information globalization will present both threats and opportunities to Africana librarians in Africa and the diaspora. The challenge is to be sufficiently insightful so as to be able to minimise the threats and maximise the opportunities. To avoid marginalization in the evolving world information and communication order, African libraries must ensure that they are connected to the global information superhighway and African librarians must equip themselves to be able to exploit the advantages now offered by the Internet to be both information producers and consumers in the emerging global information order. The creation of information databases and of national, subregional, and regional networks is the greatest challenge facing African librarians and, by extension Africana librarians, in the new millennium. It is in this spirit that this discussion of the Nigeria: Bulletin on Foreign Affairs is being offered at this conference. The paper discusses the development of this documentary publication of the Nigerian Institute of International Affairs so far and suggests a vision of its future.

The Nigerian Institute of International Affairs

The Nigerian Institute of International Affairs was founded in 1961 as a centre for the study, analysis, and dissemination of information on current and international affairs. Its work program, therefore, centers on research, publication, public enlightenment, and library and documentation services. Right from its inception, every effort was made to ensure that the Institute's library was adequately resourced to ensure that it offered its users a wide range of services and relevant materials in their constantly evolving discipline. Thus a large part of the library's work is in providing information, bibliographic, and documentation services. Since 1980, it has had an Oral Documentation Project which is responsible for maintaining a databank of Nigeria's foreign policy elite: diplomats, former foreign ministers, heads of government, Nigeria's representatives on international bodies, and organisations, etc. The centre documents on tape the memoirs of these public figures after their retirement from public service. These records are then preserved for posterity. Another major area of the library's service is its extensive press clippings collection which has been maintained since 1964. The Institute's publishing programme is a product of its research, public enlightenment, and library programmes. Its list of publications includes a learned journal, a general interest magazine, a documentary bulletin, an annual survey, a lecture series, a dialogue series, and the library's monograph and bibliographic series.

The Nigeria: Bulletin on Foreign Affairs

The Nigeria: Bulletin on Foreign Affairs was established in July 1971 as "a handy collection of primary documents which may be useful for scholars interested in Nigeria's (and Africa's) external relations." Its publication was in recognition of the need of scholars and researchers in the constantly evolving discipline of International Relations to be constantly kept informed, in brief and digestible doses, about relevant developments in their constantly,
sometimes rapidly, evolving discipline. They also require to have access, on a timely basis, to key official documents which are needed for the study of the bilateral relations of governments. Although it is true that this sort of service was being provided even at that time by the Africa Research Bulletin, it was intended that the new publication would be both deeper and more comprehensive in its scope.

Contents

The Bulletin was published in three sections: Commentaries, the first section, consisted of one or two general and short articles on a theme of major significance during the quarter covered by the issue of the Bulletin. This section was, however, short-lived as it was dropped after the second volume. Subsequently, the Institute recommenced this service with the publication of a monthly, general interest magazine: The Nigerian Forum. Events, the second section, contains summaries or abstracts of reports of significant activities: diplomatic, economic, cultural, and military during the period, taken from newspaper reports. The compilation of this section of the Bulletin was the most intellectually demanding and time-consuming aspect of the processes involved in producing the Bulletin, and it required the compiler to scan Nigerian and foreign daily newspapers and magazines and provide abstracts of relevant news items. Documents, the third and final section contains, in the form of an appendix, some of the documents connected with the commentaries and events in the same issue, e.g., communiques, agreements, treaties, etc.

Problems Encountered

Editorial:

The Director General of the Nigerian Institute of International Affairs who founded the Bulletin established the tradition of producing it from his office and personally undertaking most of the tasks involved in its compilation and editing, including the difficult task of securing texts of relevant documents from unenthusiastic government functionaries. Other Directors General who succeeded him did not have the same hands-on approach and were quite satisfied to entrust the Bulletin's compilation to designated assistants in their office. This led to perceivable inconsistency in the quality of the editorial work and the finished product. It may, for instance, have been responsible for the discontinuation of the commentaries section to which reference was made earlier. The task of securing relevant documents also proved more difficult, while the skills displayed in the selection, abstracting, and compilation of material were uneven over the years.

Production:

The Bulletin also suffered from long delays at the production stage, a common experience in journal production in Nigeria. This problem was, however, exacerbated by the decision to increase the bulletin's frequency from quarterly to bimonthly while at the same time effecting a substantial increase in the size of each issue. Consequently the Bulletin became progressively late and irregular in its appearances as the years progressed.

Distribution:

Like other publications of the Nigerian Institute of International Affairs, the Bulletin is distributed primarily to members of the Institute. Although it is also available on subscription,
distribution by that means has always been undermined by irregular production and poor marketing.

Other Problems:

Other problems, particularly from a librarian's perspective, include the lack of an index to facilitate retrospective searches and the lack of the sources of the abstracts in the "events" section. As a result of the problems highlighted above, the publication of the Bulletin became increasingly sporadic until it finally temporarily ceased with the publication of vol. 12, no. 1, 1982.

Nigeria: Bulletin... New Series Vol. 1, No.1, June 1986 -
Under New Management

The decision to resuscitate the Bulletin, years after it ceased publication, was initiated by the Department of Library and Documentation Services which, perhaps more than any other Department within the Institute, recognised the importance of the Bulletin as a key reference tool for its information and documentation work. Besides, the regular scanning of local and foreign newspapers was a standard routine in the Press Library Section. The publication of the Bulletin would, therefore, be a logical extension of an established service and an opportunity to generate a useful end product. Furthermore, the Department also saw in the move an opportunity to bring its expertise to bear in attempting to solve the problems encountered in the past in the production of the Bulletin.

New Policies

Drawing partly on past experience and the need to make the resuscitated Bulletin a user-friendly reference tool, the following decisions were taken in the course of the policy review undertaken before the publication of the Bulletin was resumed.

New Series:

After an exhaustive debate it was decided that the Bulletin should be restarted as a new series with a fresh volume sequence. Consequently the Bulletin reappeared as the Nigeria: Bulletin on Foreign Affairs New Series vol. 1, no. 1, 1986.

Old format:

The old format was adopted and it was decided also to limit the number of pages of each issue through more careful selection of entries. It was also decided to reduce the Bulletin's frequency to a more manageable biannual.

Something New:

One of the innovations introduced to the new series is a bibliography section where new publications on Nigeria's foreign relations are listed together with annotations. This is intended to provide scholars with a regular update of recent publications in their area of specialization. Similarly sources of news reports summarised in the "Events" section are cited and the arrangement of entries improved to facilitate use. It was decided that priority should be given to the task of procuring key documents required for each issue from relevant government departments. This task was to be facilitated in later years when the Nigerian government made the library a depository for the texts of all Nigerian treaties and agreements. It was also decided that every effort would be made to publish the Bulletin regularly and on schedule. It was calculated that the chances of achieving this objective were good as the new Bulletin would be
printed by the Institute's printing press which was then under the supervision of the Director of the Library. Finally, it was decided that an index would be provided to all the published volumes of the Bulletin.

Old Problems That Have Persisted

Some of the reforms described above have worked and this has been reflected in the largely favourable feedback received from users. However, in spite of the library's best efforts, some old problems have persisted. The task of providing an index to the Bulletin still remains unaccomplished in spite of the strong conviction of its desirability. Difficulty of procuring texts of documents has persisted in spite of the library's depository status. Above all, in recent years, the objective of producing the Bulletin on schedule is no longer being met. The latest published issue at the time of researching this paper in August 1997 was vol. 10, no. 1, June 1995. The manuscripts of the 1996 volume had reportedly been awaiting printing for several months. The fact that the Printing Press is no longer under the supervision of the Director of the Library is thought to be a contributory factor. Furthermore, although the problem of distribution may have improved, more remains to be done to ensure greater access to this reference tool outside Nigeria.

A Vision for the Future

In spite of the many problems that have been encountered in the course of producing the Nigeria: Bulletin on Foreign Affairs over the past quarter of a century, it remains arguably a rare example of a long-standing, large-scale Nigerian-produced information database. The objective which informed its founding continues to be relevant, particularly at a time when there is a greater awareness of the need for African countries to develop in-country information databases and networks which could form the basis of a new information order where they not only consume but contribute to the resources of the global information networks.

It is suggested that the Africana Librarians Council of the United States of America should take a keen interest in the project to develop and provide global access to Africa's largely undeveloped information resources in the interest of the future of African Studies research in the new millennium.

If it is agreed then that the Nigeria: Bulletin on Foreign Affairs has a continuing relevance as a reference tool into the era of information globalization, it is suggested that this will only endure if steps are taken to transform it into an electronic database searchable on the Internet as soon as practicable. It is expected that the electronic option would provide solutions to some of the problems that have been encountered in the era of paper production. It will, for example, eliminate the delays usually experienced at the printing stages and guarantee a much wider access to its information resources. Other problems will, however, remain while new ones would arise. For example, the speed of processing data on the electronic format would put an even greater pressure on the Bulletin's editorial staff and may simply result in the transfer of bottlenecks from the production to the editorial stage, if care is not taken. New skills will have to be acquired in Web authoring etc. Above all there are still unresolved issues in the provision, at state level, of the vital infrastructure needed for smooth and affordable Internet connectivity. The best logistics for implementing the proposal would also require careful consideration. It may well be wise to plan for a transition period when the Bulletin is produced simultaneously on paper and electronic formats, for example.
What is suggested here is the outline of an idea which still requires further elaboration and refinement. It is nonetheless suggested as one of a series of projects which the Africana Librarians in the U.S.A. would consider undertaking in partnership with their counterparts on the African continent in the next decade.

Bibliography:
AFRICANA LIBRARIANS ON THE INFORMATION HIGHWAY: DO WE NEED TO RECONSIDER OUR DIRECTIONS?

Tom Johnsen

The organization and contents of reference and bibliographic instruction at the turn of the next century, will, of course, depend on the direction of the development of our craft in the years to come. I will consequently concentrate my remarks to the question of which direction Africana librarianship will or should take.

To put my remarks in perspective, I have to comment briefly on my background. Strictly speaking I am not an Africana librarian. I am the Social Science librarian of a medium-sized European university library. My degree is in Social Anthropology, with fieldwork in Tanzania in the late sixties. I have been an academic/reference librarian for about 25 years, and the only reference librarian with some area expertise on Africa, in a University that is heavily engaged in African Studies inside the institutes of Social Anthropology, History, Geography, and Development Studies. I have been working on Africana reference all these years, even if my University never has seen fit to establish a post as Africana librarian. On the bibliographic side, I have among other things, taken part in the compilation of a comprehensive, partly annotated bibliography on the Southern Sudan, some years ago -- it is still not printed. For the last six years I have been involved in a cooperative project with the University of Dar es Salaam (UDSM) Library, to microfilm/fiche and catalog its East Africana Collection.

From this it follows that my remarks will be about the situation for Africana librarianship at the beginning of the 21st century, as seen from a medium-sized university library in the far north of Europe -- a perspective that at the outset may seem a bit particular -- but which I feel will turn out to be somewhat similar to the situation for our craft in many places in the western world.

Our craft and its environment have seen great changes over the last 10-20 years. The impact of the development of electronic information medias, OPACs, commercial bibliographic services, fulltext databases, and the Internet, has made services available for our patrons, that just did not exist two decades ago. In the mid-seventies the professor would leave the library with a smile on his/her face with the half dozen references to the daily life of the Bongo-Bongo, that the librarian had dug out from esoteric sources. Today the graduate student enters the library with 50 references on the same subject that she has found on the Internet, and just wants help to get hold of copies. These changed circumstances represent a challenge to our thinking and to our willingness to constantly appraise our way of working and our priorities.

In Norwegian there is a saying that goes like this: "Remember there are ditches on both sides of the road." This saying is to my mind a very appropriate cautioning to bear in mind when charting the future course for our work. The subtitle of this conference: "Treasuring the past and building the future" can be read in the same direction.

The ditch to the right, is the idea that it is possible to go on practicing our craft in more or less the same way as we have done it over the years. Of course, with more modern equipment but with the same tasks and priorities. This is the ditch of obsolescence. If we take this path we will soon be redundant, and our craft extinct in a few decades. It may be controversial, but as an example of this I see the continued practice of compiling all sorts of Africana bibliographies of
articles from current journals. This is still done as special subject bibliographies, in print or as electronically stored databases. At the present stage of development of commercial databases of current journals, there is, in my opinion, no need for this. The big commercial databases, for instance the ISI or the OCLC First Search databases, do the job of covering all the important current journals much more comprehensively than any single compiler could ever dream of. More and more of the researchers will have access to these commercial databases. Much work is wasted on something that other people can do better. And in my experience fewer and fewer of our patrons are interested in printed bibliographies of current literature. It is much more productive to teach our patrons to use these databases, than to "tailor-make" narrow subject databases.

The ditch to the left, mainly represented by university administrators all over the place, but with some adherents inside the library administration as well, is the idea that since we have the Internet we do not need any reference, in this case Africana, librarians (or even libraries). I do not think that I will have to work hard to convince the present audience of the folly of this idea, but it is in the rebuttal of this idea that we will be able to spell out what the contents of Africana librarianship, and consequently what the contents of reference and bibliographic instruction will be in the next century.

To be able to spell out what the craft of Africana librarianship will look like in the next century, we have to start by looking at what our patrons need from us that is not provided by other professions. We should look at what we are good at, what we can do that the information technologists cannot do.

To me the most obvious thing to start with is the inputting of information into the databases. We have all experienced the garbage-in garbage-out situation that we find on vast stretches of the information highway. The traffic may be great, but what is the quality of what is being transported? It is our task to secure this quality, and nobody else has the expertise to do it. We have to maintain heavily regulated and policed stretches of the highway, where we are in charge of what is allowed in, to make sure that in this part of the Internet a "hit" is information and not noise.

On the one hand this means making catalogs of archives and collections available on the Internet. There is a tremendous volume of Africana catalogs and bibliographies in printed form, available only to the chosen few who managed to buy these years ago. Or else there are catalogs that still only exist as a one-of-a-kind card catalog or floppy disc.

Next there are collections still not properly cataloged and annotated. From my own limited experience in this field, I can cite examples of what I am thinking of. Some years ago a bibliography on the Southern Sudan was compiled at the Centre for Development Studies in Bergen, Norway. This very ambitious project (to compile a bibliography of everything put on paper in Roman script, about the Southern Sudan) was rather successfully implemented. But, it is still not published; it exists as a database on floppy discs. It might be published, but the only rational thing to do would be to put it online, accessible through the home page of Bergen University Library.

The project at the UDSM Library I referred to initially, has among other things resulted in a catalog of the East Africana Collection, manuscripts in the Cory Collection and the theses produced at the UDSM. This exists on floppy discs and may be printed. But again, the only rational solution would be to make it accessible through the UDSM homepage, which by the way went online a few weeks ago. To make small bibliographical databases like these available.
online, insignificant as they may look separately, will really make a difference. I am sure each and every one of you could add lots of examples to this. This is something that we should take as our responsibility. Nobody else is in a position to take it up. We have lots of archives and collections that need to be cataloged, more than what we can dream of accomplishing in the whole of the 21st century. This is material that in most cases the commercial services do not find interesting.

Next we have the documents themselves. The quantum leap in technology for storing and transferring large amounts of data poses very exciting possibilities for us. The development in CD-ROM technology during only the last five years is astounding. When we planned our project in the East Africana Collection in Dar, some eight years ago, microfiches where still considered the state of the art. We have, of course, accomplished a lot towards the preservation of the collection by microfilming it. It is more accessible as well. But by today's possibilities of inexpensive scanning and recording on CD-ROMs, it will be a totally different degree of accessibility, when this collection is transferred to this media, because it opens up the possibility to transfer copies of documents electronically. The huge archives on microfilm/fiche in this country and elsewhere are available for researchers now. But I imagine the future, not very distant I think, when the contents of these archives and collections are searchable online, and the documents themselves can be delivered online as well. Luckily the technology for scanning microfiches into CD-ROMs is very advanced. Again, to make this future come nearer, is our responsibility.

I have heard several types of objections to this way of thinking from inside the library world. One is that these archives and collections are the property of this or that institution, so the customers should meet up in person to gain access. To me this is an argument totally in opposition to the ideas of academic freedom and the free flow of ideas. Another objection is that scholars should visit the great centres of Africana to benefit from taking part in the scientific community around the archives and collections. "If you want to study this or that you have to go to x,y or z." Scholars and students should, of course, go on visiting the great collections and archives of Africana. In addition to the direct benefit of having access to the collections, the inspiration and benefit of taking part in the scientific community around the collections can never be compensated for by sitting on your own, even if you are sitting in the middle of the information highway. But, it is not practical to have to be in a certain location every time you are in need of a document that you suspect exists somewhere.

This, in very broad strokes, is my picture of the road ahead of us. We have so much to be proud of considering the great work of our colleagues during the 40 years of the Africana Librarians Council's history, and during the years before that. No names mentioned -- no names forgotten. So much has been achieved by the pioneers in our trade. Collections have been built, bibliographies have been compiled during the ages. How do we treasure this work? We treasure this work by making sure that it is made available through the media that the present-day scholars use. We treasure this work by making sure that it remains a central part of the repertoire of tools, needed and used by Africana students everywhere. By doing this, we build the future for Africana librarianship.
TEACHING AFRICAN STUDIES BIBLIOGRAPHY

Although African Studies bibliography is taught in various places, this paper is limited to addressing formal graduate level bibliography courses in the United States. And it is limited to courses given at National Resource Centers for African Studies with federal funding based at major universities. It is quite possible that other courses exist at Africana or Black Studies departments or programs at other campuses. If so, they likely cover the African diaspora as well as the African continent. The courses described here focus intensively on the continent.

The annual Africana Librarians Council Directory lists about 85 professionals who work full-time or part-time with Africana collections. It covers librarians in all the federally funded African Studies centers as well as many other university libraries. The author asked this group whether or not formal African Studies bibliography courses are given at their institutions. Only four librarians responded that they have given or currently provide such courses. Such courses are currently taught at Indiana University, University of California at Los Angeles, and the University of Illinois at Urbana/Champaign. Courses were previously given at Michigan State University.

History

The first such course was introduced at Indiana University in 1964, and its progress is well documented. Alan Taylor taught this one-credit course which became a requirement for the minor in African Studies beginning in 1968. It was titled “Introduction to the Bibliography of Africa South of the Sahara” and taught through the Graduate School (listed as G 732). Professor Taylor also taught a broader course in the Graduate Library School, "Librarianship and Bibliography of Africa South of the Sahara" (L 529). The first was oriented to African Studies students with little library expertise, while the second was for Library School students with little knowledge of Africa. The Graduate Library School class covered the same bibliographical material as the Graduate School class but also included a librarianship component (collection development, cataloging, etc.).

Jean Meeh Gosebrink and then David Easterbrook taught the basic course after Alan Taylor. Nancy Schmidt followed David Easterbrook in 1984, and she upgraded the course to three credits in 1986. Dr. Schmidt continues to teach the course. It is currently required for both master's and doctoral students with an African Studies minor. Average enrollment is from 9 to 15 students, although the range has been from 5 to more than 20 students. The broader Library School course is no longer given.

In the 1970s, Eugene deBenko at Michigan State University taught a three-credit interdisciplinary seminar every other year that included an Africana bibliography component (listed as IDC 838). Joseph Lauer taught the seminar in 1980 and 1982 which by then had become “Bibliography of African Studies: Library, Archival and Research Methods.” Enrollment was only 4 and 6 students in those years. Learthen Dorsey followed Joe Lauer and taught the course during the mid-1980s, but it was not revived when Professor Lauer returned to Michigan State in 1989. Some of the objectives of the course are now covered by a
multidisciplinary graduate seminar taught by a number of faculty members. It is titled “International Social Science Research in Africa, Asia, and Latin America.”

Joe Lauer brought his three credit-course to UCLA in 1983, and taught it there until he returned to Michigan State University in 1989. The course was titled, “Africana Bibliography and Research Methods.” It was cross-listed in African Studies and in Library and Information Science. The course was required for Master’s students in African Area Studies in 1982/83, 1983/84 and again in 1988/89. Enrollment averaged 12 students, but ranged from 9 to 16. Ruby Bell-Gam now teaches a four-unit course with the same title, cross-listed in African Studies and in Library and Information Science. It is currently given only every other year due to financial constraints, and therefore is not a requirement. Enrollment averages 10 students. Professor Bell-Gam speculates that the course will likely be better funded in the future and again become a requirement, generating more student enrollment.

Yvette Scheven developed a course on “Bibliography of Sub-Saharan Africa” at the University of Illinois at Urbana-Champaign in the 1970s. She taught it until her retirement in 1992 when this author arrived at Illinois and took over her responsibilities. The course is given in the Graduate School of Library and Information Science (GSLIS) and cross-listed with the Center for African Studies courses. The scope of the course changed after Paul Tiyambe Zeleza was appointed as the new Director of the Center for African Studies in 1995. He held a 1996 retreat where the core African Studies faculty endorsed the explicit need to study the whole continent of Africa as a unit. The course has now been expanded to cover the “Bibliography of Africa” (LIS 433M). As of 1997, Master’s students in African Studies and doctoral students awarded the Foreign Language and Area Studies fellowships are required to take the course for one unit (equivalent to three credits elsewhere). They were previously required to take the course for either one-half or one full unit. The course is given once per year and averages 12-15 enrollment, but the range has been from 6 to 17 since 1992. Enrollment this year was 17.

**Course Descriptions**

In Alan Taylor’s article, he noted that students entering the Indiana African Studies Program had “vastly differing degrees of proficiency in prosecuting library research with the majority demonstrating marked deficiencies in this regard.” The Illinois experience agrees with this assessment. It is, therefore, necessary to teach fundamental library skills as well as bibliographical sources. Nancy Schmidt’s article shows that Indiana and Illinois have very similarly oriented courses. Students must be taught that indeed there is a great wealth of material available for African Studies research and that they need to learn how to find it. They need to be introduced to style manuals to learn the techniques of referring to scholarship. They must be introduced to both printed and electronic indexes and databases, and they need to understand how to use searching techniques such as Boolean logic and truncation. They need to learn how to evaluate their sources and how to write a readable concise abstract. Finally, they need to prove that they can collect a body of research literature by developing an annotated bibliography.

The “Bibliography of Africa” course at the University of Illinois is divided into two sections: instruction by format and bibliographic surveys by discipline. The first half of the semester covers the nature of bibliographies, introduction to online catalogs, indexes and continuing bibliographies, handbooks and directories, electronic databases on CD-ROM and online, the Internet, statistics, biography, primary sources, and government publications. The
second half of the class covers the following bodies of literature: political science, "development," women’s studies, history, cultural anthropology, geography and maps, literature and folklore, languages and linguistics, communications, agriculture, food, environment, religion, music, visual arts, publishing and the book trade, and libraries and librarianship. Exercises are provided for each class in section one. Students pick reference tools to evaluate in section two.

Students in the Illinois course fall into three categories: M.A. students in African Studies, Ph.D. students working on Africa in various academic departments, and students in the Graduate School of Library and Information Science. Of the three groups, the small number of library school students often have the most library experience and need the least initial help. Ph.D. students often also have better library skills than the M.A. students in African studies. There are also three other divisions regarding socioeconomic background and country of origin. It is not surprising that African students who are brand new or even relatively new to the United States often have little or no knowledge of electronic sources or applications. On the other hand, African-American students may have some knowledge of the Internet but little experience in using libraries. Again, it is not surprising that white American students from privileged backgrounds usually have the most library knowledge. Students' disparate backgrounds can make the beginning of the semester a bit problematical for the instructor as well as for the students.

Although students may not initially be happy that they are required to take the Illinois course, they usually see the benefit within several weeks. Assignments are molded as much as possible to their practical concerns. Students are given the freedom to do a large annotated bibliography on the topic of their interest. Depending on the number of students and the diversity of interests, students usually get to do a class presentation on sources for a discipline of their interest. They are also given the opportunity to pick sources to evaluate from among the lists provided in the extensive coursebook. The practical nature of the course is a powerful motivating factor that usually results in good to excellent work.

**Conclusion**

In her article, Nancy Schmidt concludes that the Indiana course has stood the test of time. She notes that students find it useful and recommend it to their friends. Faculty find the course essential and even increased the number of credit hours needed for an African Studies minor so that the course could be expanded. Professor Schmidt also lists a number of Indiana graduates who have made significant contributions to African Studies bibliography. Illinois has a very similar experience.

Given the acknowledgment of the crucial nature of library and research skills in all disciplines, it is perhaps surprising that not all graduate students are required to take such necessary courses. Given the interdisciplinary nature of area studies, it is even more important for African Studies students to acquire a broad understanding of library and research expertise across various disciplines. It is, indeed, disappointing that this author is aware of only three U.S. universities that are currently fulfilling this need.

In order to facilitate better access to Africana, and hopefully to stimulate the establishment of more Africana bibliography courses, Yvette Scheven and this author are currently developing a reference book based on the Illinois course. It should be published in
1998. We will encourage Africana centers and programs to use it as a teaching tool. We, therefore, hope to see more African Studies bibliography courses in the future.

Notes:
3. Taylor, pp. 5-6.
Introduction

The University of Dar es Salaam Library is the largest academic library in Tanzania. Being one of the national depository libraries it has, over the years, accumulated a wealth of local and grey literature and other information resources. Though potentially valuable for research and development activities both inside and outside Tanzania, the collection is not widely accessible at the global level. The department maintains an accessions bulletin, which is produced irregularly due to limited resources.

The University of Dar es Salaam Local Collection

The East Africana Collection at University of Dar es Salaam Library is the largest multidisciplinary research collection in Tanzania. It is comprised of books, pamphlets, periodicals, newspapers, manuscripts, theses, and reprints. Publishers in Tanzania are required by the Libraries Act of 1962 to deposit with the library two copies of all documents published or printed by them. However, only a few bring documents to the library. The library, on the other hand, has compiled a list of all the publishers and printers, and on a regular basis staff visit them to collect copies of new publications.

During the 1980s Tanzania's economic situation was not good, and the publishing industry was adversely affected. Very few books were published and many publishers closed business. The government budget allocation to the university was low and consequently so was the library budget. It was at this point that the library seriously started looking for alternative sources of funding for its activities. With specific reference to national and international issues of concern, local and grey literature, and resources focusing on specific subject areas were collected and organised mainly through donor assistance. This has helped to keep the East Africana collection growing, thus satisfying the growing readership both in and outside Tanzania. The main collection has the following parts: the (African) Liberation Movements Collection, Fosbrooke Collection, Environmental Databank, Cory Papers, Biodiversity Collection, Educational Research Network in Tanzania (ERNETA) Collection, (Main) East Africana Collection (monographs, pamphlets, journals, government publications), Theses Collection, Swahili/Arabic Manuscripts Collection, and Nyerere Collection. The collection development strategies for a few of these are briefly discussed.

Theses Collection

The library keeps copies of all Ph.D and master's theses written by students of the University of Dar es Salaam and those written by Tanzanians from other universities. Over the years the collection has accumulated to about 4000 theses. With assistance from the Norwegian government under the East African Preservation Project more than 90% of all theses are now on microfiche and the whole collection is weather controlled. The next stage is to have the complete collection on a machine readable database. So far about 2200 theses have been input into a CDS/ISIS database.
Julius Nyerere Centre

The Julius Nyerere Centre was established in 1994 in his honour as the first President of the country, the Chancellor of the University of Dar es Salaam for his immense contribution to humanity, the intellectual community, and to Tanzania's sociopolitical development. Developed, housed, and maintained by the library, it includes Julius Nyerere's writings, papers, speeches, and other related literature. Besides acquisition, organisation, preservation, and dissemination of documents, the centre will offer public programmes including exhibitions, lectures, workshops, and symposia.

Fosbrooke Collection

The Fosbrooke Collection was acquired by the University of Dar es Salaam Library in May 1996 from the late Henry A. Fosbrooke (1908 to 1996). The library had, however, been involved since the 1990s in sorting and organising the collection for ultimate movement to the University of Dar es Salaam Library. The collection is of great research value. It includes information on the Maasai and neighbouring tribes and their environment, particularly the Ngorongoro Crater where Fosbrooke worked as an administrator (1934-1954) and conservator for the Ngorongoro Conservation Authority (1960-1965). Fosbrooke lived and engaged in Maasai matters, particularly in land tenure, until his death. Funding assistance for the organisation of the collection was provided by DANIDA, while expert advice and support was provided by the University of Dar es Salaam through the library.

The collection has over 1000 documents including conference papers, official correspondence, reprints, personal papers, manuscripts, books, maps, and photographs. Currently a card catalogue is being prepared. The original plan was to have it on microfilm or microfiche, but experiences with regular power cuts and cooling system breakdowns, calls for a more weather-resistant technology. This makes one think in terms of the CD-ROM microfilm/microfiche technology which has proved quite appropriate for tropical conditions.

Cory Collection (Papers Collected by Hans Cory)

The 437 papers in this collection were written by or collected by Hans Cory. Viennese by birth, but a naturalised British subject, Hans Cory lived in Tanganyika (now Tanzania) before World War I, and settled permanently in 1926. Due to his interest in music, arts, and language, he composed many Swahili poems, and became knowledgeable about African songs, dances, and ceremonies, including those of secret societies. He recorded African symbolic drawings and collected figurines and plants used in the ceremonies. Some of the clay figurines he collected are in the National Museum. The papers also record law, customs, and systems of land tenure, which had influence over the introduction of colonial administrative structures in Tanganyika.

Biodiversity and Environmental Databank Collections

Started in 1993 with support from the Global Environmental Facility (GEF) through the United Nations Development Programme (UNDP), the University of Dar es Salaam Library component of the project aimed at documenting related information in Tanzania by identifying users and generators of biodiversity information and taking stock of biodiversity information material available in the country. This was accomplished by acquiring documents/materials on biodiversity in Tanzania from research institutions and researchers and organising them for easy
retrieval. A computerized bibliographic information database with more than 5000 records is maintained by the library. A quarterly accessions list is distributed to a mailing list of 35 institutions. There are efforts to establish linkages with both local and international centres and databases concerned with biodiversity to enable Tanzania to share information.

By the end of the three-year project in 1996, the library had built its capacity in information resources, experience, equipment, and technology. The library got a vehicle, a computer, two dot matrix printers, one heavy duty photocopier, a biodiversity bibliographic database on CDS/ISIS with more than 5000 records, and a database of profiles of institutions and experts engaged in research and using biodiversity information. The environmental databank, a collection developed through a DANIDA funded project, hosts a wealth of information on Tanzania. Together they are an invaluable resource to the research community.

Experiences from CD-ROM Databases Project

CD-ROM database manufacturing technology is not common in Sub-Saharan Africa in general (except for South Africa) and Tanzania in particular. Introduction of CD-ROM databases at the library was made possible in 1993 when the Carnegie Corporation of New York favourably and generously considered to fund a library proposal to establish CD-ROM database services at the University of Dar es Salaam. Through the grant two computers with CD-ROM drives were acquired. Having the equipment prompted the involvement of the university library in the CD-ROM Pilot Project under the auspices of the American Association for the Advancement of Science Project for African Research Libraries. During the three years of the project (1993-1996), costs of subscriptions to eight CD-ROM databases in the fields of science and technology and document delivery were supported by AAAS. The library contributed towards inhouse training on CD-ROM searching for staff who would in turn assist users in searching, and paid for equipment maintenance and consumables.

At the end of the project, the service had become very popular with annual usage rising from 67 in 1993 to more than 2000 in 1996. Having the equipment in place, expertise, and users, but without database subscription and document delivery funds, is a big challenge to the library. Several strategies had to be worked out. The Collection Development Policy for the library was revised. Acquisition ratios (books vs journals) had to be changed to accommodate subscriptions to some CD-ROM databases and document delivery. Again the library had to turn to donor assistance. SIDA/SAREC, which had been supporting subscriptions to some core journals in the library, agreed to use part of the funds to support CD-ROM subscription and document delivery. However, this support is temporary and the library is yet faced with the challenge of finding longer lasting solutions to its problems. This may include trying to convince the government to give a bigger allocation of funds to the library through the university. Another possible solution is through the establishment of bilateral collaborative endeavours which can enhance the information provision services using current information communication technologies. Possible activities in this area could be the exchange of holdings lists, collaborative research, and exchange of expertise in automation initiatives.

Coverage on Africa in International Databases

In a database evaluation exercise carried out based on eight international databases, literature from Africa was found to be scantly covered, and local literature, on Tanzania at least,
was almost nonexistent. In another exercise carried out by the author of this paper with a search expression "Tanzania", the results were as follows:

<table>
<thead>
<tr>
<th>Database</th>
<th>Hits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociofile (1974-1997)</td>
<td>408</td>
</tr>
<tr>
<td>Social Sciences Index 1983-1995</td>
<td>308</td>
</tr>
<tr>
<td>Wilson Humanities Abstracts 1984-1997</td>
<td>73</td>
</tr>
<tr>
<td>Current Citations July 1996</td>
<td>391</td>
</tr>
<tr>
<td>Social Science Citation Index 1993-1995</td>
<td>215</td>
</tr>
</tbody>
</table>

A further examination of the search results show clearly that it is only that literature which was captured by the abstracting services that feature in the databases. There are obvious reasons for the low coverage. Many abstracting services have specific sources for the information included in the databases. If a certain publication does not go through those channels, the probability of getting indexed is almost nil. The existence of certain local literature can only be known if this information is provided to them. It is in this area that the University of Dar es Salaam Library needs to explore opportunities which may open up new collaborative ventures.

Problems and Lessons Learnt

The development of local literature collections is very challenging and calls for innovative thinking, commitment, and resources. It is true that those governments which have recognised the contribution of information to national development show greater support for the development of the national information infrastructure.

Collection and Control of Oral Literature

The African community in general and Tanzania in particular is basically an oral literature society. Much of our folk stories, folklore, and ceremonial rituals are not recorded on paper. Unfortunately, the library has not done much in terms of recording, collecting, and organising such information. The library as we know it is still a "foreign" institution, and the Africana part of the University of Dar es Salaam Library has a lot to do in order to capture and disseminate the wealth of oral information. For example, in collaboration with the department of history, sociology, literature, or archaeology, the library can collect and develop a unique collection in this area.

Involvement of Nongovernmental Organisations

The contribution of the business community in general and the involvement of nongovernmental organisations in information-related business is at a minimum. This makes the pace of development of the information industry slow. Abstracting and indexing services are uncommon. Organisation of local and grey literature calls for an extensive use of abstracting and indexing skills. It will also call for the thesaurus development skills so as to develop vocabulary control tools to facilitate information retrieval on local databases.

Technology

The library has had microfilm and microfiche readers for a long time. Computers are, however, a newer technology. The first two computers which were purchased through donor funding were mainly used for word processing. Computer use for library resources management work is only a 1990s phenomenon. Manual systems, on the other hand, cannot handle big
collections efficiently. Preparation of accession lists, which can easily be generated from a machine readable database, take a long time to prepare. Similarly, Selective Dissemination of Information (SDI) services and circulation control could be handled more efficiently by automated systems.

Experience in designing and maintaining machine readable databases on CDS/ISIS, on the biodiversity and theses collections has provided the library with a few lessons. For example, the development of these databases did not, strictly speaking, follow any accepted local or international standards, and this may pose a problem in data exchange initiatives.

Poor information retrieval skills in general and poor retrieval skills using computers in particular are a serious problem. It may sound strange, but the majority of undergraduate students have had no opportunity to work with computers. It is also true that most secondary schools do not have either computers or libraries. As of now, at the University of Dar es Salaam there is no specific course concerned with information literacy, besides a few hours during the orientation week to new students. Only a few lecturers, especially for master's students, request special library orientation sessions.

Since the introduction of CD-ROM, various database usage statistics have been kept for the purpose of evaluation and other management decisions. For each search session, the search term, the number of records retrieved, and the number of relevant records is noted. A summary for such data for the period 1994 to 1997 shows that on the average, less that 15% of records retrieved were relevant to the searcher's requirement.

<table>
<thead>
<tr>
<th>Year</th>
<th>Displayed (D)</th>
<th>Selected (S)</th>
<th>Downloaded</th>
<th>S/D (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>45,209</td>
<td>7,831</td>
<td>527</td>
<td>17.32</td>
</tr>
<tr>
<td>1995</td>
<td>74,037</td>
<td>6,264</td>
<td>3,323</td>
<td>8.46</td>
</tr>
<tr>
<td>1996</td>
<td>88,852</td>
<td>12,684</td>
<td>8,472</td>
<td>14.27</td>
</tr>
<tr>
<td>1997</td>
<td>121,989</td>
<td>16,855</td>
<td>12,322</td>
<td>13.81</td>
</tr>
<tr>
<td>Total</td>
<td>330,087</td>
<td>43,634</td>
<td></td>
<td>13.46</td>
</tr>
</tbody>
</table>

Downloaded records are even less. Since downloading implies that the searcher has a computer, it is an obvious conclusion that only a few researchers who use the CD-ROM service have access to computers. This can have several implications: either the search expressions were very general, or the searchers' experience in using various features of the search software is little. A lot of staff, researcher, and computer time is wasted. Tanzania and other African countries will have a lot to learn from the Cape Library Cooperative (CALICO) Project for Information Literacy in South Africa.

**Donor Dependency**

All computers in the library are associated with donor funded projects which were initiated by the library. For example the SAREC Support to Journals and Equipment Project (6 computers), GEF/FAO Biodiversity Project (1 computer), DANIDA funded Environmental Databank (1 computer), CD-ROM Pilot Project funded by the Carnegie Corporation (3 computers), East Africana Theses Project (1 computer), and ERNETA (1 computer).

The pace and complexity of modern research has greatly increased the information and communication needs of researchers, scientists, engineers, and their institutions. Local research
and development relies heavily on the ability to gather reliable data, have access to dispersed data and information, collaborate on projects, hold discussions and conferences, and disseminate the results. This is urgent and cannot wait. We are grateful that with donor support the library had an opportunity to experiment with new technologies and build the necessary experience for more complex undertakings.

Notes:
1. The law is outdated and the fine imposed on a publisher who does not deposit books is TSH 100.00 (1US$ = TSH 614).
SUMMARY OF DISCUSSION ON PANEL ON REFERENCE AND BIBLIOGRAPHIC INSTRUCTION

Jill Young Coelho

Greg Finnegan began the discussion by adding Sybil Moses's name to Al Kagan's list of those who had taught bibliography courses. He was concerned that only one in twenty dissertations written on Tanzania were on deposit in the National Library, and said he thought there were laws requiring deposit of a copy of a dissertation in the subject country. He noted that ASA does have such a policy. Mary Materu-Behitsa responded that the policy and any laws do not seem to be working, but that at least now there are databases that show Tanzanians what is available or written.

Regina Shakakata commented that the development of thesauri will be very important, and that there is now a project developing a thesaurus on AIDS. Ruby Bell-Gam added that it might be useful to try to update the UNESCO thesaurus complete with the structure of new terms, rather than try to build from scratch.

Mette Shayne questioned Tom Johnsen's opinion of the uselessness of specialized bibliographies, noting that a specialized index is more useful to researchers. She added that we also need to work together to determine what needs indexing. Tom Johnsen responded that we then just keep reinventing the same thing over and over. He said, rather, that we need to teach students and researchers how to use the big databases like ISI and FirstSearch so that they can get what is already there.

John Pinfold challenged Tom Johnsen's proposal that archives be digitized, citing the problem of obtaining permission from hundreds of sources for each archive. Tom Johnsen responded that he hadn't said his ideas didn't have problems. John Pinfold went on to say that he was also struck by the small number of bibliography courses that Al Kagan listed, and pointed out the need for faculty support because students won't take such a course unless it is required. He added that library resources within universities generally need more academic support and recognition, because the role of a librarian is often not taken seriously. He said that during a search for a new librarian at Balliol, he once overheard a faculty member demonstrate the common assumption that scholarship is the only activity to be measured when he asked, "but is he a scholar?"

Gretchen Walsh said that though few formal bibliography courses are taught, teaching bibliography is part of our daily work with students and researchers. She added that it is very hard to get a course added to the university curriculum. Yvette Scheven told that when she first arrived at the University of Illinois, she found that departments did not offer bibliography courses in their disciplines. She noted that there are now two generations of faculty members who don't know bibliography themselves. Greg Finnegan pointed out that faculty members have strategies that are successful for them, but which have horrendous gaps that could be vastly improved with 45 minutes of work. Moore Crossey said that a faculty member expressed shock that students were using subject headings, and Gretchen Walsh told that she found a distinguished faculty member who was unfamiliar with The Economist Intelligence Unit's Country Reports.
Hans Panofsky ended the discussion by raising the question of quality control, asking how we can evaluate the quality of data that we do find.
REMINISCENCES OF THE PAST AND PREDICTIONS OF THE FUTURE

Chair: Nancy J. Schmidt, Indiana University

Reminiscences and Predictions from the U.S.A.
Hans E. Panofsky, Retired, Northwestern University
Daniel Britz, Northwestern University
Yvette Scheven, Retired, University of Illinois

Some Reflections from the U.K.
John McIlwaine, University of London

Perspective from South Africa
Michele Pickover, University of the Witwatersrand
As we all had our fill of reminiscing at Northwestern University, I do not wish to add to the overload, especially because my wife tells me that I only remember the irrelevant. Instead, I would simply like to abuse my privileged status of emeritus to restate a couple of truisms and a few tired questions which I trust all of us like to hear again and again.

Let's look at the big picture. For instance, faculties come and go, but libraries stay. They support existing research and beckon the new; faculties build on their specialties, great librarians sniff, anticipate, and dream the future of research; area librarians are the stalwarts and gatekeepers for the knowledge that challenges the notions of who we are; Africana librarians have built great libraries but should question for whom, and should think of how to open their treasures to the researchers on the African continent. Beyond the Internet African scholars need access to the resources they helped generate. Indeed they demand it. How can it be done? Will it be through massive digitization or through fellowships earmarked for visiting African scholars? And would this neo-elitism lead to any improvement in the level of education and quality of life for all Africans?

The other truism is the importance of the presence of librarians on the boards of institutions, academic and otherwise, which plan and decide organizational, financial, and scholarly activities. One looks back with awe at accomplishments like that of Eve Evans, who single-handedly with the support of Nkrumah established a network of public libraries in Ghana which made a difference in the people's lives. She reminisces on that much too modestly in one of the introductory essays of *Africa Bibliography 1995*, only recently issued. The case in point here is the Council of the International African Institute in London. After my last term expires there will not be any librarians on the council. This seems to me a grave loss. The IAI, born in 1926 at the time when Herskovits started his work at Northwestern, has been vitally involved in the production of bibliographic data, but it is now at a crossroad. Printed annual bibliographies tend to be cumbersomely late; they cannot rival the promptness of electronically produced material. Decisions have to be taken as to future goals. Librarians ought to participate in discussing the future of this institution. Herskovits fully understood the role of the library and sent his Africana specialist librarian to African Studies conferences. But how many head librarians understand the role that bibliographers play in the development and directions of scholarly institutions? Even worse, in many European and non-European countries, librarians are still the dumbwaiters of the faculty. All of us have a stake in the emancipation of librarianship from servant to protagonist.

More on this, I hope, next year in Chicago where we will meet for the next African Studies Association conference, and in Evanston, as well, where Gianna and I will be happy to greet you at 1229 Judson.
Twenty-five years ago I attended my first Africana librarians meeting. There was just one table and the meeting lasted one day. ALC had no committees, but there was a lot of camaraderie and a lot of energy. It was a very small group with very few women. We needed an oral history project. We told David Robison, a researcher interested in Nigeria, to develop a project to interview Nigerian officials. We're not as dynamic anymore.

One day the African Studies Association (ASA) told the ALC (then the Archives-Libraries Committee) that ASA was disbanding the committees. Betsy Widenmann (Columbia's Africana librarian) led the effort to reinstate ALC as an ASA committee. We then started the Bibliography and Cataloging Committees.

I'm inclined to agree with Tom Johnsen that printed bibliographies won't last. We tell students to use the printed bibliographies, but they only want to use online sources. We should try to get more information online. It would be wonderful if articles indexed by the Library of Congress were on the standard databases. Before long, the reference librarians won't buy printed bibliographies because they need to pay for the electronic resources.

Microfilm is still the proven method of preserving material. When filming, we need to include information such as ads, obituaries, even real estate ads. These can't be eliminated from filming or digitizing projects.

I have warned before that in acquisitions we are too dependent on a single source. What will we do if that person stops supplying publications. We need to develop relations ourselves. By using one supplier, we are building identical collections.

The Internet makes exchanges with libraries worldwide easy, but does not solve African problems. African libraries don't have much to exchange. I'm not sure how best to solve the cooperation situation with African libraries. Perhaps document delivery is the answer.
The first ALC spring meeting I attended was in 1970 or 1971, at Northwestern University. I recall that Alan Taylor, then Indiana University's Africana Bibliographer, prophesied that the then Archives Libraries Committee would never have over 25 members. It seemed reasonable at the time. The excellent chronology prepared for this conference shows a few years when attendance rose to 31, and last year there were 41 present. There are over 80 names in Gregory Finnegan's ALC directory.

I first attended an African Studies Association meeting in Washington, D.C. I didn't even know that the Archives - Libraries Committee existed, but soon learned of it. A few years later I went to the Bloomington meeting. I don't know how it happened, but my roommate was Helen Conover, my bibliographical heroine! It was amazing to see her hold court in the hotel lobby: everyone wanted to meet her. Once I began attending ALC meetings regularly, I was impressed with how professional my colleagues were. Everyone worked hard, and there was a feeling of mutual respect.

It was once said that an area specialist is a curator of a collection with no home. When I started working at the University of Illinois, Champaign-Urbana, not only did the collection have no home, but the curator was likewise homeless! I adapted easily enough to running all over the library in search of Africana materials. But my office was just a desk in the Acquisitions Department, a space likened to the city room of a large newspaper. First, I got an extra chair, because my boss noticed I had a lot of visitors! And then one three-shelf bookcase. Finally, I got a real office. This was thanks to my husband, who went to the director of African Studies and informed him that I would either go bonkers or leave the job because of the space problem. (I never knew this until after I retired.) A letter-writing campaign ensued, and eventually we moved into new quarters.

It's also been said that area specialists blur the lines between technical and public services. I'm not sure about that, but I do know what happened to me. Once in our new space, we were able to get some reference books. But we had shelves to spare, and wanted to provide current journals to attract people to what was called the Africana Reading Room. But Public Services would not allow us to transfer current journals from the stacks, because we were not a lending library. One day I received a call from the stacks that an enraged student was very upset that there were no current issues of West Africa. I was helpless in this situation, but after another phone call, it suddenly became easy to transfer the current issues of West Africa to Africana, and to obtain an airmail subscription! After that, we had no problems transferring other journals.

In the past, librarians did not often have a voice in African Studies matters. I was fortunate to have very good relations with the African Studies faculty. I was elected to their Advisory Committee and urged that the Africana Bibliographer position be recognized with an ex-officio membership. But they did not see the need, "because you'll always be elected." Finally, the bylaws were changed. I was glad to read that librarians and center directors of Title VI centers will meet together at this ASA meeting.

I have no great predictions for the future. But, reflecting the views of several we heard today, I think that we may see less of a need for the special knowledge (graycells) librarians
have. It's possible that only the elite institutions will retain specialists, resulting in even more elite individuals. I hope this prediction bites the dust just as Alan Taylor's prophecy did.
SOME REFLECTIONS FROM THE U.K.

John McIlwaine

I am grateful to you for inviting an Ancient Mariner from across the Atlantic to speak to you. I shall be reflecting from the perspective of some 35 years involvement in area studies librarianship and bibliography. In a sense I am a fraud standing before you as an Africanist. I am really a generalist in the area studies field, who happens in recent years to have been more involved in Africa than in any other region.

In my experience those invited to contribute such reminiscences fall into one of two camps: either they claim that everything has changed totally beyond recognition over the period concerned, or they feel that "plus ça change, plus c’est la même chose". I fall very firmly into the latter camp, and I was delighted to hear our very last speaker this afternoon, Gretchen Walsh use the phrase "much remains the same."

I do not, of course, mean that there has been no progress, no development in African Studies collections or bibliography -- far from it. I do mean that the basics have remained constant: curators of African Studies collections must constantly be sensitive to the needs of their user communities, and must acquire (or provide access to) the sources that their users need. Bibliographies, such as your Bibliography Committee were discussing yesterday, are created to enable users to exploit the collections by offering approaches that are not present in the collections themselves. The problems of building and maintaining collections and providing access to them remain the same: solutions are often temporary and need constantly to be reexamined. As we have been hearing at the conference, there are today many electronic solutions, but they are by no means the only ones, nor are they yet appropriate or even in existence for many areas of study. I use electronic sources all the time, but just as Yvette Scheven in 1988 noted that she had found little electronic coverage of the sources that she listed in her major cumulation Bibliographies for African Studies, 1970-1986, so I found the same lack of coverage of most of the materials I included in my 1996 and 1997 works on the literature of Africanist archives and maps.

To return to the theme of little change. As you may know SCOLMA, is the U.K. equivalent of your own Committee, and our current Chairman, John Pinfold, one of our speakers earlier in the day, and I would like to offer you SCOLMA's warmest congratulations on your anniversary. We are all of five years younger. I first joined the committee of SCOLMA in the mid-1970s. At that time we spent much of our time talking about our cooperative "African area specialization" scheme and about the bibliographical guide Periodicals from Africa (published 1977). I am still on the Committee and in 1997 we spent much of our time talking about revising our "African area specialization scheme" and about attempting to put Periodicals from Africa into electronic form.

Some other examples. At the micro level, I was reminded during yesterday's discussion of the quality of reference materials in your Bibliography Committee that I am currently writing a group review of six recent volumes of the Scarecrow African Historical Dictionaries series. Anyone doing this will of course be conscious of David Henige's seminal article, "African historical dictionaries through the looking glass," in Africana Journal, vol. 10, 1979. Having written most of my review, I looked up Henige's article. I was interested to find that he had
looked at earlier editions of no fewer than four of the same volumes that I was considering, and you will not be surprised to hear that I was still making many of the same criticisms that he had voiced 18 years earlier.

At the wider level, there was talk yesterday of how useful it would be if a document delivery service for libraries in the U.S. (and no doubt elsewhere) could be based upon a collection of originals built up in Africa itself, in this case by the Library of Congress Office in Nairobi. Some of you will remember this same issue, a collection in Africa that could collect all African publications, index them, and supply copies, being discussed at the International Conference on African Bibliography in Nairobi in 1967. It became a named project, the African Bibliographic Center, in the early 1970s when promoted by Robert Jordan of the U.S, Kebreab Georgis of Ethiopia, and Colin Darch, then in Tanzania. The same idea has been discussed by at least two authors in the last few years (Saul Zulu, *Libri*, 1993; Paul Sturges, *Journal of Documentation*, 1994). It was also one of the original ideas behind the creation of PADIS in 1979, but sadly I have met few who find the services of this enterprise of value, an impression confirmed by a doctoral thesis recently completed in the U.S. by C.M. Kangula.

Another recurring theme, or perhaps dream, is that of setting up an acquisitions office in West Africa to complement that of the office in Nairobi. You have been trying to get funds for this for years, and some speakers today had obviously not given up hope. SCOLMA tried with the British Council in 1977-78 and again with the Council and the British Library in the early 1980s, but once again without success.

On the bibliographical scene, the same recurrent rhythms can be seen. When *African Studies Abstracts* emerged in 1994 under the Zell imprint (having been previously Documentatieblad published by the Afrika Studie Centrum in Leiden) one reviewer hailed it as "the first ever abstracting journal for African studies." But many of us will remember the International African Institute's *African Abstracts* (1950-1972). Your own *U.S. and Canadian Publications and Theses on Africa* folded in 1969, but revived as *U.S. Imprints on Sub-Saharan Africa* in 1985. The need for regular reviews of the coverage of continuing bibliographical services for African Studies is another recurring feature. Your Bibliography Committee set one up yesterday; Nancy Schmidt mentioned one that she had been involved with for your Council in the early 1990s; Margaret Binns was commissioned by the International African Institute to produce one in 1990 as Ruth Jones had been by the same organization for the Nairobi conference in 1967. No doubt there have been others. The problem of the shortfall between publication and recording remains.

Talking of bibliographies brings me to one major feature of just over half of the last 40 years, the work of Hans Zell as compiler, editor, and publisher since 1975. I am not thinking here principally of his specific subject volumes, the authors of many of which are present, but rather of his major continuing series. There are those which look specifically at publishing and publishers in Africa: *African Book Publishing Record* (1975- ); *African Books in Print* (1st ed. 1975, 4th and latest ed 1993; 5th ed. announced for 1998); *The African Book World and Press* (1st ed. 1977, 4th ed. 1983; 5th ed. "forthcoming") and *Publishing and Book Development in Sub-Saharan Africa: an Annotated Bibliography* whose latest edition of 1996 had its origins in an article in ABPR for 1976. Then there are the titles, all taken over from other publishers, which record work relating to Africa wherever published: *International African Bibliography* (Zell since 1993); *African Studies Abstracts* (Zell since 1994) and
Index Islamicus (Zell since 1994). Taken all together they make a massive contribution to our work in African Studies. Yet, as you will all know, Zell’s contract with his parent company Bowker-Saur comes to an end on 31st December 1997, and the whole future of his imprint is in doubt. I would like to think that a message could go out from this gathering here tonight to say to Hans Zell “thank you for all your work over the last 20 plus years, and good luck with the future.”

I should like to end these brief reminiscences by referring to another outstanding individual figure from across the Atlantic who died earlier this year in August at the age of 85, Professor J.D. (Jim) Pearson. His involvement in the field spans the whole time of the existence of your organization. By the time your Council was founded, he had already been Librarian of the School of Oriental and African Studies in London University for some seven years, and at the time of his death he was working on and had nearly completed the manuscript of a revised edition of A Guide to Archives and Manuscripts in Western Languages in the British Isles Relating to the Middle East and North Africa. In between, as librarian of SOAS from 1950 to 1972, he brought its library from postwar confusion to be one of the world’s major specialist collections in its field. He appointed its first Assistant Librarian with responsibility for Africa in 1962, and in the same year he was one of the major founders of SCOLMA and served as its first chairman until 1964. At least some of you here will remember him as the Chairman of the First International Conference on African Bibliography held in Nairobi in 1967. But it is by his bibliographical publications that many who have never visited SOAS or met him in person will know him. To mention only some of those which have relevance in the African Studies field, he founded Index Islamicus, and collaborated in Index Africanus; he edited the first edition in 1971 of A Guide to Manuscripts and Archives in the British Isles Relating to Africa, and already aged over 80, both compiled and edited its new edition in two massive volumes, published in 1993-94. He had a clear view of bibliographical gaps that needed filling, and a lifelong energy to take a lead in filling them, without waiting for committees to be formed and to approve. He could also appreciate good ideas of the past that need continuations and supplements, and was happy to build upon the work of bibliographers like Gabrieli, Creswell, and Theodore Besterman (World Bibliography of African Bibliographies, 1975 and its companion for Oriental bibliographies). In addition, Jim had a larger-than-life personality, never took himself or his work too seriously, and was a man of great conviviality, fond of food and company, a great person to have at the dinner table. Indeed he was typical of the Africanist librarian/bibliographer.

As I noted at the beginning of my remarks, I have been active in many area studies circles. I have sat among others on Sinological committees, committees for Middle East and South and South East Asian Studies and bibliography, and without exception the best fellowship has been on the committees of Africanists. I am glad to say that today’s conference and dinner have merely confirmed this.
Perspective from South Africa

Michele Pickover

Introduction

The word "transformation" is synonymous with South Africa in the 1990s. And access is an important concept in the transformation debate. New situations and new challenges are coming to the fore and this calls for critical reflection. While new conditions present new opportunities, they also bring new threats and new dangers. In South Africa, gathering evidence and interpreting the past continues to be fraught with obstacles.

The past, and consequently information about the past, is a sought-after commodity. In this climate of "I want, I want, I want," access to information becomes pivotal and the right to information, in order to know and interpret past events, is crucial. Particularly in the South African context, archivists should be facilitating the needs of society, researchers and posterity -- not merely collecting and preserving records of past events but also ensuring access and use.

Ordinary people want access to information and archivists should actively participate in ensuring that this positive want is fulfilled. But, precisely because information is so fundamental and politically tainted, there are those, with their own particular agendas, who want to control it and possess it and therefore deliberately or unwittingly place obstacles to access. For example, the State wants to control public information, capital wants, and is able to procure it, and some archives also want, want, and do everything in their power to acquire what is seen to be "politically correct" information -- not for use, or even solely for preservation and processing -- but mainly for the kudos that comes with possession. I hope in this short talk to briefly explore some of these issues.

History is Dangerous: Secrecy and the Nature of the State

Catchwords like "accountability," "transparency," and "democracy" are used with alacrity by the "new" South African government. What can be seriously debated is whether there is such a thing as total transparency in a democracy or is this simply Orwellian doublethink? Generally, governments dislike conducting their business in the open and view total transparency as being destructive. As individuals seeking access to information or as archivists controlling information, we need to be aware of this. In South Africa the decision-making process remains inaccessible to the majority of people, and it is highly guarded by a hierarchy of generally unhelpful bureaucrats. The nature of bureaucracy is such that it is closely associated with secrecy, and within the South African civil service particularly, a culture of secrecy remains.

In this age of neo-liberal reform and the new world order, of which South Africa is a part, individual freedom is seen to be in opposition to the so-called national interest. Governments easily hide behind this vague notion of secrecy by declaring that it is a requirement of national security or that disclosure can cause the State harm. By lumping public interest with government interest, access to the past is being denied and eroded.

An Ironic Restraint on Access to Information: The Open Democracy Bill

According to our new Constitution, "Everyone has the right of access to any information held by the state." It is also generally presumed that the proposed long and convoluted piece of
legislation, known as the OD Bill, will guarantee this. However, this piece of legislation contains a number of important exclusions. Information that may not be made available includes matters relating to: commercial confidentiality, information held by private bodies, government's management of the national economy or national finances, and so-called "national interest." It therefore "legitimates certain kinds of control" by legally defining the exclusions to access. In this way the Bill obfuscates openness and cripples the right of access to the past. Other weaknesses in the Bill are that it could prove complicated, confusing, and difficult to use, making material legally accessible, but practically inaccessible, and that it does not ensure that classified documents have a time limit on the classification period.

Interestingly, access to information about this vital legislation has been fraught with difficulty. Since May 1996, debate, compromise, and modification of the Bill has been taking place outside the scrutiny of the public and civil society.

Owning the Past: The Role of Capital and Public Servants

A worrying phenomenon is the ownership of records, particularly public records, by a single individual or institution, simply by virtue of the fact that they have enough money to purchase them. In this way public documents are treated as private or personal documents. Access thus becomes discriminatory, as it is either exclusive to a particular individual or institution, and researchers are selectively denied or granted access.

I would like to focus on a recent example of ownership of the past resting in the hands of one individual. Earlier this year Harry Oppenheimer's Brenthurst Library purchased, for an undisclosed amount, the only remaining state copy of the Rivonia Treason Trial from Rivonia trial prosecutor Percy Yutar.

The Rivonia Treason Trial is arguably the most important political trial in South African history. The state does not have a full set of the trial records -- in fact it only has a few volumes. Independent archives do have defence records -- but these are also incomplete. It is, therefore, vital to have access to the Brenthurst set in order to make the entire court record accessible. However, Mr. Oppenheimer has closed access to all the records in his possession until after Mandela dies. The fact that this sale went ahead, raises a number of pertinent ethical questions. Should the past be a saleable commodity? Does big capital have the right to purchase public history? Should civil servants not be bound by procedures of conduct preventing them from abusing their positions? And, should the Brenthurst archivists, as professional archivists, have allowed the sale to go ahead? If this sale is not declared null and void a dangerous precedent will be set.

Servicing Whom? The Controversial Role of the Archivist

The archivists' mission is to document society and the usage of archives should be the goal of every archivist. But the archival profession is surrounded by controversy and this is mainly because recordkeeping is political and preserving records is part of a political process. In South Africa there is a professional code for archivists but, unfortunately, it makes no provision in support of the "right to know." Also, most archivists are content to view themselves as "brokers," providing a balance and mediating between the principles of the right to know and the right to privacy. By taking this position they are playing a part in the attempt to control history and, consciously or unconsciously, they distort the truth.
Apart from ideology, apathy also plays a role. Often archivists do not see themselves in a social and political context or as documenting history, but rather they become cocooned in the practical world of processing and storing material. I would argue that in the training of archivists in South Africa, a broader transcendent vision of the social purpose and impact of archives and the role that archivists play needs to be instilled.

**Stand Out of My Sunshine: The Role of "Independent" Archives**

I strongly believe that "independent" archivists (i.e., non-state archivists) need to reflect both current and emergent ideological and social trends and concern themselves with collecting and focusing on the lives of individuals, civil society, marginalised groupings, and organisations or minority movements who oppose dominant structures and ideologies. Unfortunately, political expediency tends to dominate what is collected, and party political agendas have repercussions on the collection policies of institutions.

Also, the experience in South Africa has shown that most archives only begin to collect material once the pervading shift in social/ideological values has taken place -- that is, when it is safe to do so. During the apartheid period many archives were not collecting the documents of individuals or organisations involved in bringing about change. Since 1990 they are so busy collecting this neglected documentation that they are failing to collect the material produced by opponents of the current dominant ideology and by marginalised groupings. But collecting particular archives is not only about serving a specific interest group. It is also about possession and competition. The uniqueness of documents and their unavailability elsewhere makes collections valuable. "Information is power" becomes "possession is power." Some archives become obsessed with possessing information that is politically fashionable and consequently prestigious. Holding these kinds of collections also allows these archives to market themselves and gain funding. So, what becomes important, above all else, is possession, and access to information becomes secondary and nonessential.

**Conclusion**

To date in South Africa it is still unknown what has happened to the documents seized by the police during the last five decades and what the extent of the destruction of government material was as a result of the developments in 1990. Secrecy and the tremendous antagonism towards notions such as "the public right to know" allowed the apartheid government to commit massive human rights abuses. And state archivists not only tightly controlled access to archives but in many cases ensured and supervised the destruction of documents.

What of the future? How do South African archivists overturn this legacy of repression and paranoia, redefine their roles, uphold equal access, guarantee openness and candour, learn to work collectively and cooperate with one another and transform themselves from ideological gatekeepers to active facilitators and shapers of social memory? It is clear that to produce a fuller, more accurate account and interpretation of past events, researchers need optimum access to information. But, what kind of history are we producing in the absence of access to all records. What will the results of our self-imposed culture of self-bondage be? Are archivists and academics contributing to the "end of history" by passively interpreting and gathering evidence instead of actively participating. Aren't we all agents of history, social activists? Surely we cannot stand aloof and
apathetically sit on the sidelines. We have to fight for our history. We need to act as watchdogs and challenge the prevailing ethos.

I would argue that at this juncture in our history, the archival profession in South Africa urgently needs to critically examine and debate the obstructionist role it plays in controlling access to information and its subsequent effect on the future of the past.

Notes:
1. This talk is based on a paper "I want, I want, I want: accessing and controlling the past in South Africa in the 1990s," presented at a conference on The Future of the Past: The Production of History in a Changing South Africa, University of the Western Cape, 10-12 July 1996.
2. To tell deliberate lies while genuinely believing them
Africana Librarianship in the 21st Century: 
Treasuring the Past and Building the Future

40th Anniversary Conference of the Africana Librarians Council

November 13, 1997

Hyatt Regency Hotel, Columbus, Ohio

8:30 Welcome
Nancy J. Schmidt, Conference Program Chair
Christopher P. Koch, Executive Director, African Studies Association
Joseph S. Caruso, Chair, Africana Librarians Council

8:45-10:00 Keynote Address
H. Kay Raseroka, University of Botswana

10:00-10:30 Break

10:30-12:15 Panel on Collection Development
Chair, David L. Easterbrook, Northwestern University
Anaba A. Alemna, University of Ghana
Beverly A. Gray, Library of Congress
John Pinfold, University of Oxford

12:15-1:30 Buffet Lunch

1:30-3:15 Panel on Cooperation
Chair: Phyllis Bischof, University of California, Berkeley
Birgitta Bergdahl, Uppsala University
Saliou Mbaye, Direction des Archives du Senegal
Regina Shakakata, World Health Organization, Lusaka

3:15-3:45 Break

3:45-5:30 Panel on Reference and Bibliographic Instruction
Chair: Gretchen Walsh, Boston University
Gboyega Banjo, Nigerian Library Association
Tom Johnsen, University of Bergen
Alfred Kagan, University of Illinois
Mary Materu-Behitsa, University of Dar es Salaam

7:00-9:00 Dinner followed by Reminiscences of the Past and Predictions of the Future
Chair, Nancy J. Schmidt, Indiana University
Hans E. Panofsky, Retired, Northwestern University
Daniel Britz, Northwestern University
Yvette Scheven, Retired, University of Illinois
John McIlwaine, University of London
Michele Pickover, University of the Witwatersrand
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Participants

Anaba A. Alemna, University of Ghana
Abdul Alkalimat, University of Toledo
Kirsti Hagen Andersen, Chr. Michelsen Institute
Gboyega Banjo, Nigerian Library Association
Helene Baumann, Duke University
Ruby Bell-Gam, University of California, Los Angeles
Birgitta Bergdahl, Uppsala University
Phyllis Bischof, University of California, Berkeley
Simon Bockie, University of California, Berkeley
Dorothy Bothman, Cape Metropolitan Council
Daniel Britz, Northwestern University
Joseph S. Caruso, Columbia University
Jill Coelho, Harvard University
Moore Crossey, Yale University
Andrew de Heer, New York Public Library
David L. Easterbrook, Northwestern University
Gregory A. Finnegan, Harvard University
Theodore Foster, Ohio University
Karen Fung, Hoover Institution, Stanford University
Hakan Gidlof, Nordic Africa Institute
Miki Goral, University of California, Los Angeles
Musa Abdul Hakim, State University of New York, Buffalo
Marieta Harper, Library of Congress
Charlotte Hess, Indiana University
David Hogarth, Hogarth Representation

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