

TRAINING FOR LIBRARIANSHIP

IN

AFRICA

SOUTH OF THE SAHARA

A

R e p o r t

To The International Development Research Centre

on a Visit

To West and East Africa

by

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A c k n o w l e d g e m e n t s

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I. I N T R O D U C T I O N

The idea for this survey really dates back to December 1971 when Mr John Woolston and the author discussed possible priorities in the field of library development during a meeting of the Fédération Internationale de Documentation's Committee on Developing Countries, which took place in Tunis. It was then agreed, that, before thinking in terms of launching new library systems or expanding and improving those that already existed, one should first establish whether in fact there exist the personnel to man these libraries, documentation or resource centres (terms which, for the purpose of this report, will be deemed to be synonymous). In the absence of any known general and recent survey on the subject, I was therefore asked to undertake this mission on my return to Mauritius from home leave, with the full approval of my present employer, the Canadian International Development Agency.

As distant preparation, no better opportunity could have been afforded me than that of attending the British Council's workshop on the role of the library in national development and its implementation; this took place in Sheffield from 3-19 July and in London from 19-21 July 1972. Getting to know leaders in the profession from fifteen different developing countries, was a very enriching experience indeed. As the wish was expressed by the participants that the proceedings of the workshop be

.../eventually

eventually published, I will not go into further details here.

A further preparatory step consisted in finding out what projects if any, Unesco was envisaging for the 1973-1974 Biennium; I stopped over in Paris for discussions with officers of the Department of Documentation, Libraries and Archives as well as with those responsible for implementing the UNISIST programme for developing countries. I was not able to obtain from Mr Oleg Mikhailov, the Director of the Department of Documentation, Libraries and Archives any precise information regarding the training of librarians in the immediate future. Dr Mikhailov indicated that Unesco would be interested in collaborating in a library training programme for developing countries in Canada; I raised the point that it would be preferable to have such an activity carried out in the field rather than in a developed country for reasons which are well known. I did not appear to have convinced my interlocutor of the necessity for this. However, in further discussions with his colleague Mr Kenneth Roberts, I stressed the point that if such an activity were being carried out, attempts should be made to establish it on a regional basis and in one of the developing countries.

My discussions with Dr Adam Wysocki who is in charge of the UNISIST's programme in Unesco and with his colleague, Mr Tocatlán, merely summarized the projects which will be submitted for approval to the forthcoming General Conference.

.../My trip

My trip to Paris concluded with a rapid visit of the OECD Documentation Centre where I had hoped to meet Mr Raphael Gallarza. In his absence, I was given a complete tour of the centre and was explained its functioning. I was given to understand that the days of this particular sector of activity of the OECD may be counted, as it was found that the expenses involved in maintaining it were becoming rather high.

II. WEST AFRICA

SENEGAL

SENEGAL

Le 28 mars 1962, le Sénégal, en accord avec l'Unesco signe un accord visant à fonder un Centre de Formation de Bibliothécaires de Pays d'Afrique d'expression française, dont le but principal serait de former rapidement (en 8 mois) des africains francophones capables de servir dans les bibliothèques publiques. Le premier cours se donna en novembre 1963 et le Centre continua ses activités jusqu'au 1 juillet 1967. Plusieurs problèmes surgirent durant cette période. On formait des bibliothécaires avant de s'assurer s'il y avait des bibliothèques. Le recrutement à distance effectué par l'Unesco ne tenait pas toujours compte des grandes différences des niveaux culturels et académiques des candidats. En outre, l'on se demandait avec inquiétude ce qu'il adviendrait de cette école après la cessation de l'appui de l'Unesco. Aucun programme officiel n'avait été sanctionné. Les études n'aboutissaient pas à un diplôme mais seulement à un certificat de fin d'études. Face à cette situation, le directeur sénégalais du Centre, Monsieur A. Bousso effectua alors une visite en plusieurs états de l'O.C.A.M. A son retour, il recommanda une restructuration du Centre qui serait dorénavant rattaché à l'Université. La création à l'Université de Dakar à compter du 1 juillet 1967 d'une école de bibliothécaires, archivistes et documentalistes ayant statut d'Institut d'Université fut approuvée par décret présidentiel le 15 novembre 1967.

De nombreuses autres lois sont venues préciser les attributions de ce premier décret:

celle du 17 mars 1969 portant statut particulier du cadre

des fonctionnaires, des archives et des bibliothèques.

(Il est intéressant de noter en passant que ce cadre est composé de trois corps distincts: les conservateurs d'archives et de bibliothèques, les archivistes, bibliothécaires et documentalistes et les sous-archivistes, sous-bibliothécaires et sous-documentalistes. Cette loi détermine la hiérarchie à laquelle chacun d'eux est rattaché, les modalités de leur recrutement et de leur avancement ainsi que leur traitement dans la fonction publique);

celle du 20 mai 1969, fixant la durée des études et le programme des enseignements de la section de bibliothécaires de l'école;

le décret no. 69.619, fixant les modalités d'attribution du diplôme d'aptitude aux fonctions de bibliothécaires;

le décret no. 711204 du 9 novembre 1971, fixant la durée des études et le programme des enseignements de la section d'archivistes de l'école;

le décret no. 71.1205 du 9 novembre 1971, également, fixant les modalités d'attributions du diplôme d'aptitudes aux fonctions d'archivistes.

Le texte intégral de ces décrets se trouve à l'Annexe "D" de ce rapport. A noter la forte proportion du temps alloué la première année à des matières académiques ou non-professionnelles de culture

.../générale

générale, soit 118 heures sur 330. Typiquement française est cette nécessité de décréter une loi spéciale, invoquant tous les corps constitués et intéressés, à partir de la Constitution en passant par la Cour suprême, loi qui stipule dans ses menus détails jusqu'à la durée en heures et minutes des épreuves écrites, pratiques et orales, des notes accordées, etc., le tout portant la signature du Président de la République.

La durée des études est de deux ans. Trois genres de bourses sont disponibles:

- (a) les bourses nationales octroyées par les états respectifs des candidats;
- (b) les bourses de l'AUFELF: le fond international de Coopération universitaire (FICU) met chaque année à la disposition de l'Université de Dakar une dizaine de bourses accordées dans les mêmes conditions que les bourses universitaires;
- (c) les bourses de l'UNESCO dont les demandes doivent être présentées à l'Organisation par chacun des Etats qui souhaitent envoyer des candidats à l'Ecole de Dakar.

Cette école relève scientifiquement de la Faculté des Lettres et Sciences humaines. Elle est administrée par un conseil d'administration qui comprend sous la présidence du Recteur, Président du Conseil de l'Université, un représentant du Ministre de l'Education nationale, un représentant du Ministre des Affaires culturelles, le Doyen de la Faculté des Lettres et Sciences humaines, un doyen de faculté désigné par le Conseil de l'Université ou son représentant, le conservateur

.../ou chef de la bibliothèque

ou chef de la bibliothèque universitaire, le conservateur des archives nationales, un représentant de la profession de bibliothécaire, archiviste, et documentaliste désigné par le Recteur sur proposition de l'association représentative de cette profession, un membre nommé pour trois ans par le Recteur, sur présentation du Conseil de l'Université.

Peut être en outre appelé à siéger au Conseil avec voix délibérative, un ressortissant d'un Etat entretenant des étudiants à l'Université.

Le directeur de l'école est nommé par le Recteur sur proposition du Conseil d'administration; il est assisté d'un directeur des études. L'école est dotée d'un budget spécial incorporé au budget de l'Université et voté par le conseil de l'Université. Le budget est alimenté par le montant des subventions et des bons accordés à l'Institut, le montant des droits versés par les étudiants, les fonds résultant de l'aide des gouvernements des Etats qui font appel à l'école, de l'aide des organismes internationaux.

Les cours qui durent deux ans, s'adressent aux candidats titulaires du baccalauréat ou d'un diplôme admis en équivalence, aux candidats titulaires du brevet élémentaire ou du brevet d'études du premier cycle (B.E.P.C.) de l'enseignement secondaire ayant trois ans au moins d'ancienneté de service dans une bibliothèque, un centre de documentation ou un service d'archives, aux bibliothécaires, archivistes et documentalistes admis au stage de perfectionnement. Les places disponibles sont accordées par priorité aux ressortissants des Etats Africains de langue française. L'Annexe "E" donne les statistiques sur les

.../inscriptions

inscriptions des années 1968-1972.

L'enseignement dispensé par l'école est à la fois théorique et pratique. Il comporte les deux grandes divisions ci-après :
grands courants de l'histoire des idées, des sciences, des lettres et des arts, bibliothéconomie portant notamment sur les matières suivantes : organisation et administration des bibliothèques, histoire et technique du livre, bibliographie, catalographie, classification, dactylographie, technique de la documentation archivistique.
L'école délivre des diplômes d'aptitude aux fonctions de bibliothécaires, d'archivistes et de documentalistes.

Avec la disparition de l'appui offert par l'Unesco à l'Ecole, s'évaporèrent aussi les bourses octroyées par cette organisation internationale et qui permettaient à bon nombre d'étudiants d'autres pays francophones à venir étudier à Dakar. Heureusement, de nombreux états (treize cette année) offrent maintenant des bourses. L'AUPELF à elle seule, par l'entremise du Fonds international de Coopération universitaire contribue \$15,000. Toutefois, on sent le désir d'obtenir des bourses de perfectionnement pour l'étranger, ce qui n'a pas encore été fait. De même, une requête du Directeur de l'Ecole pour que le Canada lui prête les services de deux professeurs en bibliothéconomie est toujours restée sans réponse. Elle n'aurait pas, semble-t-il, été transmise à l'Ambassade canadienne à Dakar par les autorités de l'Université.

.../L'Ecole est logée

L'Ecole est logée présentement dans le bâtiment de la Faculté des Sciences, et s'y trouve très à l'étroit. Une requête apparaît dans le plan de développement de l'Université pour la construction d'une école séparée, conçue en fonction des besoins particuliers de ce genre d'institution. Pour l'immédiate, une annexe est en construction, qui permettra d'accueillir l'an prochain un nombre plus grand que les 54 élèves actuels.

Parmi les problèmes évoqués par M. Bousso au cours de notre entretien, les faits suivants retiennent mon attention: il y a une forte tendance de la part des petites industries de créer chacune son propre centre de documentation, sans aucune coordination ou consultation entre elles. Des bibliothécaires bien formés et éclairés pourraient jouer un rôle prépondérant pour éviter un gaspillage et un double-emploi de ressources déjà peu considérables.

Peu d'efforts semblent avoir été entrepris par les bibliothécaires africains pour recueillir la tradition orale, l'inventorier et la placer à la disposition des chercheurs. Le bibliothécaire pourrait un jour prêter son appui à l'élaboration de manuels scolaires, d'ouvrages de vulgarisation, etc. Un problème psychique, difficilement identifiable semble bloquer la formation adéquate des bibliothécaires en matière de l'audio-visuel, du non-livre, etc. A ce propos, la pédagogie de l'enseignement de la bibliothéconomie en pays en voie de développement mériterait sans doute d'être ré-examinée.

.../Le recrutement des candidats

Le recrutement des candidats à la fonction de bibliothécaires ne semble pas rencontrer de problèmes, environ 10% des élèves à Dakar sont présentement des fonctionnaires et sont de facto assurés d'un emploi une fois leur formation achevée.

Somme toute, l'école de Dakar me paraît bien remplir son rôle de former non seulement les bibliothécaires dont le Sénégal a besoin, mais aussi accomplit adéquatement sa mission régionale de répondre aux besoins actuels de toute l'Afrique occidentale.

G H A N A

G H A N A

The Department of Library Studies at the University of Ghana is the only fully structured centre for education of librarians and other supporting staff in Ghana. Its history dates back to December 1961 when the Ghana Library School was founded in Accra under the auspices of the Ghana Library Board. Its basic objective is to satisfy manpower needs for all types of libraries in Ghana; it aims at achieving the following goals:

- (a) selecting and training of all professional and semi-professional library workers in Ghana;
- (b) providing mid-professional career training for future administrators, educators and researchers in the field of libraries and librarianship in Africa;
- (c) conducting and disseminating research, investigation and discussion in the field of library studies in Africa;
- (d) assisting and cooperating with libraries and library oriented bodies in Ghana and elsewhere in building total library service and making it available to all citizens of Ghana.

During its four years of existence (1961-65), the Ghana Library School produced 48 qualified librarians (British Library Association qualification). In October 1965, it was moved from Accra

.../and absorbed

and absorbed by the University of Ghana at Legon as the present Department of Library Studies. The original programme consisted of a three-year under-graduate course leading to a B.A. in Library Studies. Ten graduated librarians were produced in the first formative years of the Department. In 1967 the degree course was changed to a two-year post-graduate diploma course which was further reduced to a one-year post-graduate diploma course in 1969.

In 1970, a certificate course in librarianship was added to the present diploma course. In 1971 an M.A. programme was approved by the University authorities. The 1971-72 academic year, in spite of the critical staff situation was a year of self-examination in order to improve the teaching, to build the research and resources and to establish better communication with the library profession in West Africa and Ghana in particular.

A quarterly newsletter was begun and is being mailed to over 200 libraries, library schools and individuals in Africa and selected Africana centres outside the continent. The most significant contribution that the Department of Library Studies is to play in the development of library and archives in Ghana is its recent official designation by the Government of Ghana and approved by the Unesco Secretariat as the National Information Transfer Centre (NITC) to cooperate with Unesco in the International Information System on Research in Documentation project (ISORID). The Department is proposing to establish an archival studies programme to be sponsored

.../by the International

by the International Council on Archives (UNESCO) and assisted by the National Archives of Ghana; it envisages two courses at the initial stages: the post-graduate diploma and a certificate course. This is expected to begin in the 1973-74 academic year.

The Certificate in Librarianship prepares library assistants to support professional librarians in various library operations, to perform technical tasks under direct supervision and to supervise the execution of various mechanical and clerical library operations. It does not prepare the Certificate students to become administrators, to perform research oriented tasks in libraries, e.g. research centered reference work, compilation, explanation or manipulation of classification tables, cataloguing codes nor acquisition policies, compilations of bibliographies, abstracting, etc. They are expected however, to be able upon graduation to classify and catalogue simple titles, compile reading and accessions lists, answer simple reference questions, man departmental libraries, etc.

The Post-Graduate Diploma in Library Studies offers the basic professional qualification needed in professional careers in all types of libraries - public, academic and special - with strong emphasis on the needs of West African libraries and specifically of Ghana. It prepares future librarians to occupy beginning professional positions in any type of library, but with particular competence in African library management; effectively acquire,

.../organize and disseminate

organize and disseminate information, guide library users in making better use of available knowledge and experience; analyse a wide range of information materials.

The M.A. in Library Studies provides mid-career educational opportunities and prepares professional librarians to become better library administrators and to conduct research in library studies, especially in formulating, demonstrating and assessing new methods and approaches in library service in Africa.

The Department of Library Studies organizes seminars and workshops on various aspects of librarianship, libraries and library administration in Africa. It is located in its own building, equipped with classroom, seminar room, library and individual offices for the senior staff members. The present establishment of the department consists of one professor of library studies, one senior lecturer, two lecturers and part-time lecturers as approved by the University.

APPENDIX "F" gives the qualifications for admission, the schemes of examinations and the syllabi of the three courses offered.

Leaving aside the problems of library training in Ghana, I was pleased to meet Mr A. G. T. Ofori, the Director of the Ghana Library Board, whom I had known way back in 1962 and met more recently during the Sheffield Workshop. Having in mind INTAMEL, I asked Mr Ofori what appeared to him to be his number one problem as Head of Ghana's public library service. These were many and he agreed

.../to identify

to identify the following for me:

- a) Whereas the population of Accra increased from 400,000 in 1960 to 600,000 at the present time, the number of regular readers registered at the public library has remained static during all these years. He is at a loss to explain such a phenomenon.
- b) To stimulate reading habits among children of primary and secondary schools, the Ministry of Education has already agreed that the Ghana Library Board set up a special unit in the Ministry, which will group the several sums now allocated to individual schools for the purchase of library books. This fund will help to rationalize the distribution of books to the schools, will centralize their purchase and processing and will render the whole operation much more efficient.

Individual schools will of course be free to select books they require in much the same way as is done in certain countries of England.
- c) The absence of locally written materials not necessarily in the vernacular but in simple, forceful English.
- d) Lack of trained teachers of librarianship.
- e) Lack of good quality binding facilities either commercial or institutional.

.../Mr Andrei Nitecki

Mr Andrei Nitecki, the Acting Head of the Department of Library Studies, mentioned during one of our meetings that what appeared to him to be an ideal solution to the problem of supplying teachers of librarianship in Ghana (to the rest of Africa, for that matter), would be for the attachment of highly qualified Ghanaian librarians to a Canadian library school for a period not shorter than two years, to do actual library teaching. The current practice of sending people abroad for short, concentrated two or three-month courses should be abandoned; it does not provide sufficiently long exposure to the pedagogy of librarianship to be of any real benefit to the future African professor in an African library school.

N I G E R I A

N I G E R I A

Nigeria boasts two training centres in librarianship, both attached to universities: one in Ibadan, the other at Ahmadu Bello. Time did not allow me to visit the latter which, I understand from later enquiries, is not quite up to the standards of the former. One wonders how an African country, however large and populous it may be, can afford to maintain two such establishments.

The Department of Library Studies, formerly the Institute of Librarianship of Ibadan University, has been in existence since 1960. It was established with the support of the Carnegie Corporation to help the development of Nigerian libraries by training librarians and investigating problems of librarianship and bibliography with special reference to Africa and with particular attention to filling the higher ranks of the profession. The Department has so far produced over a hundred and fifty professionally qualified librarians.

Since 1965, the Department has become fully integrated into the Faculty of Education of the University, with responsibility for teaching and research into all aspects of library studies. The following courses leading to the Ibadan University Awards are now offered:

- (a) Certificate in Library Studies^{*}
- (b) Post-graduate Diploma in Librarianship (Dip.Lib.)^{*}
- (c) Degree of Master of Library Studies (M.L.S.)
- (d) Degree of Doctor of Philosophy in Library Studies (Ph.D.)

.../Soon to be combined

★ Soon to be combined into a single course, the Diploma
in Library Studies (Dip.Lib.)

Certificate in Library Studies

The Certificate in Library Studies has been introduced to provide basic training in library techniques for personnel in all types of libraries. It is intended to be an avenue for appointment to the intermediate grades. Great emphasis is placed on practical work throughout the course. Applications are invited from candidates by means of advertisements in the national press.

The course extends over one academic year; candidates are required to sit for an entrance examination which is open to those possessing the following minimum qualifications:

- (a) Member of staff of an approved library with a full-time employment record of at least one year, preferably two;
- (b) Either (i) the West African School Certificate with five credits including English language;
or (ii) the General Certificate of Education (Ordinary Level) in five subjects including English Language;
or (iii) the Nigerian Grade II Teacher's Certificate with merit in five subjects including English language.
- (c) Exceptionally, candidates who do not possess minimum qualifications but who have had not less than two years
.../approved library

approved library experience and who are sponsored by their employing authorities, may be admitted to the entrance examination provided they possess a credit in English Language or Mathematics in the West African School Certificate or equivalent examinations.

(d) The examination for the Certificate in Library Studies consists of:

- (i) Four three-hour written papers in libraries and society, knowledge and use of library resources, classification and cataloguing library routines.
- (ii) Submission of a long essay relating to some aspects of library studies which will count as one paper.

The syllabus for this course can be found at Appendix "G".

Postgraduate Diploma in Librarianship

The Postgraduate Diploma in Librarianship lasts one academic year from the beginning of October to mid-June approximately. The syllabus is arranged to give a basic general training needed for different types of library-university, public, school and such special libraries as those of Government departments, scientific institutions and commercial and industrial concerns. It is hoped in this way to meet the demands for librarians qualified to organize and administer the book collections that form an inevitable and

.../basic part

basic part of modern development.

Emphasis is placed on the special requirements of African readers, on the problems peculiar to libraries in the tropics and on the techniques required to organize the increasing flood of documents familiar to modern administration, e.g., serial publications, official papers, reports, files, etc. Practical work plays a large part in the course.

Candidates must possess a first degree of an approved university; working knowledge of one modern language other than English is desirable, preferably French, Arabic, German or Russian. Candidates shall follow courses and must satisfy the examiners in the following:

Paper I	Historical, social, economic and administrative background of libraries	- 3 hours
Paper II	Book arts	- 3 hours
Paper III	Bibliography and readers' services (Examiners will take into account the performance of candidates in practical exercises set during the course)	- 3 hours
Paper IV	Technical services: theoretical	- 3 hours
Paper V	Technical services: practical	- 3 hours

.../Paper VI

Paper VI Either (a) University libraries

 or (b) Public libraries

 or (c) School and education libraries

 or (d) Special libraries - 3 hours

The syllabus for this course can be found at Appendix "G".

Diploma in Library Studies

The Certificate course which was introduced in 1970 offered training facilities for para-professionals and was designed to train assistant library officers and school librarians at the technician grade. Plans are afoot to revamp it and extend it over two academic years, leading to a Diploma in Library Studies. While the minimum qualifications to be admitted to sit the entrance examination remain unchanged, the Certificate curriculum becomes that of the first year of studies. The second year programme is described at Appendix "G".

Degree of Master of Library Studies

The course for the Degree of Master of Library Studies lasts for not less than two academic years, the examination being by means of written papers and by submission of a dissertation. Each candidate is expected to spend the first three terms following courses in research methods, either advanced cataloguing and classification and such other courses cognate to his area of research as may be prescribed. Candidates who possess the normal University

.../requirements

requirements for admission to a Master's course and have also obtained the Postgraduate diploma in Librarianship of the University or an equivalent qualification are eligible to apply for registration.

Doctor of Philosophy in Library Studies

The course for the Doctor of Philosophy degree in Library Studies lasts for not less than three academic years. The degree is awarded for approved work presented for examination in thesis form, supplemented when required by an oral examination. A high level of academic and professional ability is required of all candidates for this degree. Candidates who possess the normal University requirement for admission to a Ph.D. course and have also obtained the Postgraduate Diploma in Librarianship of the University or an equivalent qualification are eligible to apply for registration.

The Department holds seminars and workshops on specialized subjects and services in accordance with its research functions and publishes its findings in the Occasional Publications series and other media. Examples of these are the workshop for senior librarians in Nigeria, under the theme "Information in the Seventies" which was organized in April 1971 by ASLIB in collaboration with the Department of Library Studies with the aid of a grant from the Commonwealth Foundation. This was so successful that a similar one may be held in Ghana soon. In December 1972, the British Council

.../will organise

will organise a course at Ibadan for heads of libraries in Nigeria in the form of a high level management seminar.

During my discussions with Mrs F. A. Ogunshye, Acting Director of the Department of Library Studies, she mentioned a number of projects she was contemplating.

There are at the moment three primary schools on the Ibadan campus: one which is purely African, for children of parents who reside or work on the campus; one for children of senior African staff and one for senior African and European staff. She would like to launch a pilot project - the fact that the Department of Library Studies forms part of the Faculty of Education facilitates this experiment - which would organise libraries in each of the three primary schools, which are used as model training schools, so that teachers in training can be exposed to actual school library situations. She is working on a new curriculum which would include library work with children in schools as a separate subject in teacher training. If successful, this experiment could then be tried out at the secondary level, of which there are also schools on the campus.

The building for this activity is already provided by the University; shelving and furniture, built to scale for use by primary school children, will be manufactured in the University's workshop. Mrs Ogunshye mentioned that equipment, mainly audio-visual (pictures, slides, tapes, films, filmstrips) are completely lacking in this area.

I. EAST AFRICA

U G A N D A

U G A N D A

The East African School of Librarianship is the sole institution responsible for training of library personnel needed at all levels for the three countries of the community. It was set up with the assistance of Unesco by the (then) University of East Africa in 1963 at Makerere College by agreement among the three East African governments. At the time of the dissolution of the University of East Africa in July 1970, leading to the simultaneous creation of the three independent national universities for each of the constituent countries, the School of Librarianship, as established at Makerere, was authorised to continue to serve as a regional institution. The supervision of the School is entrusted to the Council for Library Training in East Africa, an autonomous body composed of members from the three countries concerned. It consists of the three East African University librarians, representatives of the two National Library Services in East Africa and the Senate of Makerere University; the Director of the School is the Secretary of the Council.

The students enrolled at the School come primarily from the three countries of the region, although a few come from other parts of Eastern Africa. While the Council for Library Training is responsible to the Senate, the School is not a member of any of the faculties of Makerere University; in this it follows the precedent of

.../other institutions

other institutions which are under the umbrella of the University but independent of the faculties.

The School is now running two training programmes:

- A. A full-time six months certificate Course in Library Studies
- B. A two-year course of professional studies for non-graduates leading to a Diploma in Librarianship.

A. Library Assistant's Certificate Course in Library Studies

The course provides training in practical aspects of librarianship for library assistants. It is not intended for school leavers, nor does it aim at professional status. It provides training and library methods and techniques for those already employed in libraries. The educational objective is to give the participants a general survey of the organization of libraries and to expand in a limited way, the principles underlying the various techniques and to give them a broader perspective of how the libraries are organized, which will enable them to appreciate the different ways in which one or the same routine may be performed. Courses such as this one are common in advanced countries and the need for them is even greater in developing countries. Until such time as the three

.../countries

Countries can persuade their governments to extend the scope of their technical colleges to offer similar courses, it would seem to be the duty of the School of Librarianship to continue to offer it in view of the lack of availability of alternative training facilities. The understanding was at the beginning that this programme would cease when such facilities became available. The School is now more anxious than ever that this portion of its teaching programme be phased out as soon as it is practicable, the more so now that it wishes to introduce full and solely professional courses of studies and mature into a full-fledged institution of university status. The School recognizes the importance and need of a trained category of library personnel at sub-professional level (library assistants) but is decidedly of the opinion that it is a function most properly fulfilled at the national level by some appropriate educational agency in each of the three East African countries. For the last three years the Council has been impressing upon the representatives of the three countries in the Council to set up alternative facilities, but to no avail.

.../Orientation

Orientation

The course provides an intensive six months training in routine library techniques and methods for those already employed in libraries to enable them to become more proficient in the performance of their duties. The emphasis is on the practical aspects of librarianship and the course as mentioned above, does not lead to professional status. Fresh school leavers who wish to become professional librarians are uneligible for entry to this course; they are encouraged to seek admission to the two-year Diploma in Librarianship for which the principal entry qualifications are the same as for any degree or a diploma course at Makerere University.

Entry Requirements

The candidate must hold the following qualifications for admission to this course:

- (a) East African Certificate of Education (EACE).

Either five credits or passes in at least six subjects of

.../an aggregate

an aggregate for the passed six subjects not exceeding 33 for Kenya Certificates;

O R

- (b) Cambridge School Certificate (CSC). Five credits;

O R

- (c) General Certificate of Education (GCE). Five passes at Ordinary Level;

O R

- (d) an acceptable equivalent examination documented by certificates of examination;
- (e) All candidates must have at least one year working experience in a suitably organized library.

The syllabus is given at Appendix "H".

The above curriculum is under review and a proposal is now under study to modify it with the aim of supplying the students with more practical knowledge, information and techniques needed to work successfully as a library assistant under the guidance of a professional librarian and/or to operate efficiently on his own in a small up-country public or school library. Thus, 50% of the student's time will be spent actually handling and using the materials with which he will work on the job in the actual library situation when he returns to his place of employment. The other 50% of the time will be spent in learning through lectures, basic facts necessary for doing the practical work, and in discussing with the tutor and

.../with his classmates

with his classmates problems encountered in using the materials under study. In some special areas, e.g. library administration, more time may be needed for lectures, but in so far as possible the lecture method of dispensing information will be kept to a minimum of the time allotted for each subject studied.

It is clear, therefore, that the subjects will not be covered in depth, but only to the extent needed for fulfilling the difficult aim of the course, which is to provide students in practical aspects of librarianship, to enable them to become proficient sub-professionals; which explains why this course is limited to candidates who have a working experience in the library. Students who show promise in the Certificate Course can enter the Diploma Course after acquiring further appropriate academic qualifications. Examples of the coverage to be undertaken by the revised certificate curriculum and the proposed syllabus are given in Appendix "H".

B. Diploma in Librarianship Course

Aims and Objectives

The course is intended for those who wish to start a career in librarianship at a professional level; it is self-contained, comprehensive enough to enable diploma holders to organize and administer independently and professionally small and minimum size libraries. Suitably qualified individuals will

.../have the prospects

have the prospects of occupying positions of intermediate seniority and who by the maturity of their education in librarianship, would be able to take administrative and organizational decisions and initiatives for the improvement and innovation of library services.

Orientation

The Diploma is a two-year course of professional studies for non-graduate students leading to the award of the Diploma, which is a basic qualification for professional librarians. The main elements of the course are designed to provide the students with theoretical and practical knowledge in librarianship necessary for starting a career in a library at professional level. Library experience is not one of the essential conditions for admission to this course. Fresh school leavers may apply, provided that they meet the University entrance requirements.

Entry Requirements

The candidate must hold one of the following four entry requirements:

- I. A. The General East African Certificate of Education, or Cambridge School Certificate, or General Certificate of Education (at Ordinary level) with a pass in five subjects, and obtained prior to the sitting of the East African Advanced Certificate of Education, General Certificate of Education (Advanced Level) or Higher School Certificate.

.../B....

AND

B. The East African Advanced Certificate of Education, or the General Certificate of Education (Advanced Level) or Higher School Certificate with one of the following combinations of passes:

- (i) TWO Principal level passes at the same sitting
- (ii) ONE Principal level pass plus three subsidiary passes at the same sitting (the General Paper being counted as a subsidiary subject)
- (iii) ONE Principal level pass at grade 'D' or higher plus two subsidiary passes at the same sitting
- (iv) TWO Principal level passes not at the same sitting provided they are both of grade 'C' or higher

OR

II. A pass in the Mature Age examination which includes written and oral tests prescribed by Makerere University or any other university of East Africa

OR

III. (a) Library Assistant's Certificate, 1st Class (formerly Certificate in Library Studies passed with Honours) from the East African School of Librarianship

AND

(b) Certificate of Adult Studies from Makerere University or equivalent qualification from University of Nairobi or Dar es Salaam

OR

IV. The qualifications accepted by the University Senate as equivalent to those specified above.

All candidates sent by libraries should have at least six months library experience. The school leavers who wish to enter the library profession shall be admitted to the Diploma Course as direct entrance and a specially devised and supervised introductory course of practical work will be arranged for them by the School of Librarianship. The curriculum extends over six academic terms and the syllabus is given at Appendix "H".

This curriculum is under review and the revised syllabus which is presently under study, is given at Appendix "H".

C. The School of Librarianship hopes to institute in the near future a third course aimed at the education of teacher librarians. No details are yet available.

K E N Y A a n d T A N Z A N I A

K E N Y A and T A N Z A N I A

As reported previously, these two countries entrust the training of their librarians to the East African School of Librarianship at Makerere University. However, there are indications that the cost of sending people to Uganda to train, especially at the undergraduate or certificate level is becoming too high for many employers to support and for government departments to afford. And I wouldn't be surprised if the "regionality" days of the Makerere library training centre were numbered. In fact, a library technicians' course is reportedly in preparation at one of the Nairobi technical colleges.

Z A M B I A

Z A M B I A

The Zambia Library Service Advisory Council was set up in 1960 to advise the Ministry of Education on the development of libraries in the country. A Working Party on Library Training and the Ministry of Education recommended that the University of Zambia should undertake the responsibility for the Certificate and Diploma courses as well as for studies at the Degree level. The Council's Professional Board of Library Studies was entrusted at the time with the training of librarians at the Certificate and Diploma levels as the University did not find it possible to accept responsibility for courses with entry levels as low as Form II. Actual instruction was to be provided by the appointment of a full-time lecturer at the Evelyn Hone College of Commerce and Applied Arts, assisted by the Senate of the University of Zambia. On the Council's dissolution in January 1971, the training of all librarians was taken over by the University of Zambia. This was facilitated by the Professional Board on Library Studies' recommendation that the Form II channel of entry to the Certificate Course be closed from 1971, thus removing the prime obstacle to the assumption of this responsibility by the University of Zambia. The Commission for Technical Education and Vocational Training indicated that the minimum acceptable entry point for professional training should be not less than three 'O' levels. A second factor

.../which precipitated

which precipitated the transfer of the Certificate and Diploma courses to the University was the continued non-appointment of a full-time lecturer at Evelyn Hone College, in spite of the fact that a Canadian librarian with pioneer experience in the launching of library-technicians' courses went to Lusaka for that very purpose. She now spends her time as Librarian of the College. Strange as it may seem, the University of Zambia's School of Education, which houses the Department of Library Studies and publishes syllabi for these two courses, does not seem to have done any more about the Certificate Course; the first Diploma course was started in June 1972.

The contents of the courses, as described in a booklet entitled "Librarianship in Zambia" issued by the School of Education and bearing an imprint date of 1972 are given at Appendix "I". Additionally, it is intended that library studies in the School of Education at the University of Zambia will organise courses in school librarianship to undergraduates studying Education as part of their degree. Courses for practising teachers are envisaged. The syllabus on which all of these courses are based is also given at Appendix "I".

MAURITIUS

MAURITIUS

Before examining the problems which Mauritius will face in the training of its own librarians, one ought perhaps to ask whether education for librarianship at any level should be carried out at all in a developing country. The advantage of training abroad is of course the availability of excellent, well staffed and richly equipped library schools; but are not these benefits cancelled out by the not inconsiderable risk of students not returning home after their training? Additionally, the syllabus of library schools in developing countries is not geared up to the problems of under-development; this lack of relevance is a continuous source of frustrations for foreign students from Asia and Africa who are exposed to highly sophisticated machines and methods, taught in the context of seemingly bottomless budgets. Certainly, education for the non-professional category of library workers should be carried out at home; East Africa, as we have seen is slowly moving in that direction.

The following notes are taken from an address by the Director of the East African School of Librarianship to a meeting of the East African Library Association are pertinent. As it is inevitable that many of the duties of a library are of a routine nature, the workers who perform such duties have Cambridge School Certificate qualifications and are given training in a course lasting from six to twelve months for performing

.../routine duties

routine duties. Such certificate courses or library technician programmes are common in advanced countries; the need for them is all the more in developing countries for two reasons:

- (a) many libraries do not have the benefit of professional librarians and such libraries could greatly improve their services if they employed qualified library assistants;
- (b) if no facilities exist for training at this level, the general tendency for a library needing additional staff is to employ a professional librarian (when one can be found!) and to assign to him duties of clerical and routine nature which could have been just as well performed by a trained library assistant who would be receiving much less salary.

Although no one has disputed the usefulness of the distinction between professional and non-professional work in libraries, there is often confusion as to the basic academic requirements and the objectives for courses for the training of two types of personnel: professional and non-professional. It should be clearly recognized that though they may not need higher than Cambridge School Certificate as pre-entry qualification for the Library Assistant (non-professional) course, much higher

.../academic

academic qualifications are needed for the professional librarian. In other words, certificate courses are not intended for people who aim at professional status without improving first their "culture générale". No amount of knowledge of library skills and routines, no matter with what distinction a candidate has achieved them, and no amount of library experience can make up for academic deficiency. If a certificate holder aspires to become a professional librarian, he should enter on a professional course only after he has improved his academic qualifications.

Many problems endanger the viability of library schools in developing countries; there is a chronic shortage of staff and a solution here does not necessarily rest in the constant importation of expatriate staff, however well qualified academically and professionally they may be; the quality of the local librarian community does not always insure a good supply of part-time lecturers to support the small full-time staff of the school. The number of students may be uneconomically small, unless the school can be set up in already existing facilities and can count on a certain amount of support from the parent body and foreign assistance in its younger years, at a time when it cannot be expected to be self-supporting.

But is it suitable for a university to offer sub-professional training in librarianship? There is no doubt that in the more affluent countries of the West such courses are offered not at

.../the universities

the universities but in technical colleges which have been developed fully for vocational courses of all types. However, there is nothing sacrosanct about this arrangement. We should try to escape the assumption that a university is essentially an institution engaged in higher learning and scholarship and should not therefore lend the weight of its authority to a course that is concerned with practical aspects of a semi-professional nature. This is an out-dated concept, and even if it were not so, it should be modified in the context of conditions in under-developed countries.

With these thoughts in mind as background, let us now examine the situation in Mauritius.

Mauritius has no training facilities for libraries and never had any. Not that there is no need. To find out more about this, I visited the Permanent Secretary of the Ministry of Education to obtain a few facts. The following figures were then revealed to me.

There are two grades of librarians on the establishment of the Ministry of Education: School Librarian and Assistant School Librarian. Only one of the custodians of the first category, employed in the state-sponsored secondary schools, has any formal library training; of the Industrial Trade Training Centre, the Ministry of Education's Junior Library and the Teacher Training College, only the latter can boast of a "qualified" librarian (First Professional Examination of the ALA); the Ministry has not been able to recruit a single one of the six

.../Assistant

Assistant School Librarians it needs, for lack of suitably trained candidates.

There are in addition 130 private secondary schools registered with the Ministry of Education, thirteen of which receive grants from Government. None can boast of having a librarian on its staff. It is therefore evident that the Ministry of Education alone has a pressing need for school librarians at the technicians' level. A request to mount such a course is reportedly being drafted by the Ministry and will be forwarded to the University for consideration. Of necessity, the course will have to be oriented at the beginning towards school librarianship but there is no reason why a few "generalists" should not be admitted in order to acquire the basics of librarianship. I have ascertained that the Ministry would have no objection to this.

The University Library, which at its present rate of expansion, is bound to overtake all other libraries of the land and is already the most modern and best equipped in staff and plant, receives frequent requests for advice on how to run a library on a modest budget; managers of private secondary schools ask to borrow books on elementary cataloguing and classification; others want to set up small reference collections and do not know how to go about it. Recently, the Economic Planning Unit of the Ministry of Economic Planning and Development

.../recruited

recruited a professional librarian (Peace Corps) to start up its own library. He will require two people with minimum qualifications and experience in library work to assist him in this task; they are nowhere to be found in Mauritius. Private industry and Government ministries in turn are waking up to the necessity of arranging their own documentation in some sort of order. All these assignments could be undertaken by people with training in a good certificate course at the library technician level. Such a course can specifically be designed to meet the demands for a trained intermediary category of library personnel. It is a recognized fact today - both in countries with established traditions of librarianship and in countries where this discipline is a recent development - that a trained and versatile cadre is not only desirable, but highly necessary for the efficient operation and dispensation of high quality services. There is no such facility in Mauritius at the present time.

The completion of this report was held up due to the expected visit to Mauritius of Mrs Maureen Brown, the former Director of the Library Technicians course at Algonquin College in Ottawa. She is presently in Zambia as mentioned in the previous chapter, where she went on a private contract to organize a similar course. She recently spent a week's holidays here and I arranged for her to meet with officials of the Ministry of

.../Education

Education and Cultural Affairs, at which I was also present. She had compiled a fully documented dossier on the subject: curriculum, course content, time table, etc. Although "inspired" by Canadian practice, the programme she submitted was cut down to the scale and tailored to the needs of Mauritius, which I had described to her during our meetings in Lusaka. This was accepted practically in its entirety by the Ministry officials, with but a few minor changes, such as replacing two three-hour sessions with three lectures of two hours. In all likelihood, a request from the Ministry should now be sent to the University to find out whether the latter can mount such a course and on what conditions.

In preparation for this, I approached the Head of the School of Administration to gauge his reaction to such an eventual request. He had no objections in principle and referred me to the Director of the Centre of Professional Studies under whose aegis the course would most likely be run. He listened to me with the greatest interest. Once the request is received from the Ministry, a special advisory committee will be set up at the University to look into this in greater detail; at that time also, the project will be relayed to the Economic Planning Unit of the Ministry of Economic Planning and Development with a request for technical assistance in the form of personnel, equipment and books and scholarships for the training of Mauritian counterparts. Part of the above could take the form of furnish-

.../ing the future

ing the future course director with a copy of the audio-visual course in librarianship reportedly under study by CIDA, the supplying of kits of essential reference tools in cataloguing, classification, reference and bibliographic work which the future library assistants could keep and use in their new careers, a basic library which could be incorporated into the University Library (to be used as a laboratory in this instance) and which would support both teachers and student body, typewriters with special library keyboards, etc.

The following is Mrs Brown's proposal to the Mauritian officials, in its original form:

In North America, the two-year Library Technician programme involves 1,200 to 1,400 hours of instruction. Following guidelines set down by the library associations, 50 per cent of this time is spent on academic subjects.

In a country such as Mauritius, where the need is to prepare quickly a certain number of people with the technical skills and experience needed to work in the country's libraries, a basically technical, and very practical programme involving approximately 600 hours of instruction would be feasible.

A full-time programme, to train students having no previous experience, could involve two semesters of 15 weeks each at 20 hours of instruction per week.

	<u>Hrs per wk</u>
Semester I Introduction to libraries	4
Reference service	4

.../Cataloguing

Semester I		<u>Hrs per Wk</u>	
	Cataloguing and classification	5	
	Language and social studies	3	
	Typing	<u>4</u>	20
Semester II	Reference service	4	
	Cataloguing and classification	4	
	Library methods and procedures	4	
	Language and social studies	4	
	Typing	<u>4</u>	20

However, if the same programme were to be offered as a part-time evening programme to people already employed in the field and receiving practice during their work-day, the total time needed could be decreased without affecting the content or quality of instruction. Such a programme could involve four semesters of 15 weeks each, with 6 hours of instruction per week (3 hours twice a week).

		<u>Hrs per Wk</u>	
Semester I	Introduction to libraries	3	
	Reference service	<u>3</u>	
Semester II	Reference service	3	
	Cataloguing and classification	<u>3</u>	
Semester III	Cataloguing and classification	3	
	Typing	<u>3</u>	
Semester IV	Cataloguing and classification	3	
	Library methods and procedures	<u>3</u>	

.../if 10 hours

If 10 hours each semester were added to this programme in the form of seminars, guest-speakers on topics such as current affairs, Mauritiana (and perhaps including one written assignment for seminar discussion) this programme would involve 400 hours of instruction. (A person proven to have typing skills would not be required to take the typing instruction).

Should the Government of Mauritius request Canadian technical assistance in the form of personnel, equipment and books to mount such a course, I would recommend that sympathetic consideration be given; no other country of all those I recently visited needs it and deserves it more.

III. APPENDICES

A P P E N D I X "A"

Itinerary

I T I N E R A R Y

1972

- | | | | |
|----------------|--|--|--|
| July | 2-19 | Sheffield) | } British Council Workshop on the Role of the Library
in Development and its Implementation |
| | 19-22 | London | |
| | 22-26 | Paris - UNESCO and OECD | |
| | 26-29 | Dakar - Université de Dakar | |
| July 29-Aug. 2 | Accra - Department of Library Studies, Legon and Ghana Library Board | | |
| Aug. | 2-6 | Lagos and Ibadan - National Library, Lagos and Department of Library Studies, University of Ibadan | |
| | 6-9 | Kampala, East African School of Librarianship, Makerere University | |
| | 9-13 | Nairobi, University of Kenya, Library of Congress Regional Office | |
| | 13-15 | Dar es Salaam, University and Canadian High Commission | |
| | 15-19 | Lusaka, University of Zambia, School of Library Studies, Evelyn Hone College of Applied Arts and Commerce, Zambia Library Service. | |

A P P E N D I X "B"

The Role of the Library in Development
and its Implementation

British Council Workshop

Sheffield and London

3 - 22 July 1972

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The Role of the Library in Development
and its Implementation

British Council Workshop

Sheffield and London

3 - 22 July 1972

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Director of Studies

Professor W. L. Saunders, Director of the Post-graduate School of Librarianship and Information Science, The University of Sheffield, Yorkshire

British Participants
and Organizers of Visits

J. Bebbington, City Librarian, Sheffield, Yorkshire

F. J. Bungay, Senior Lecturer, School of Librarianship, Brighton Polytechnic, Sussex

E. M. Broome, Library Adviser, Department of Education and Science, London

Dr. G. Chandler, City Librarian, Brown, Picton and Hornby Libraries, Liverpool, Lancashire

H. Fairhurst, Librarian, The University of York, Yorkshire

R. J. Fulford, Keeper of Printed Books, The British Museum, London

Mrs G. Hallworth, Divisional School Librarian, West Hertfordshire, Watford, Hertfordshire

F. N. Hogg, Principal, College of Librarianship Wales, Aberystwyth, Wales

Dr K. W. Himphreys, Librarian, The University, Birmingham, Warwickshire

R. J. Huse, Librarian, West Sussex County Library, Chichester, Sussex

M. B. Line, Librarian, National Central Library, London

W. R. Maidment, Director of Libraries, the London Borough of Camden, London

W. J. Murison, County Librarian, West Riding County Library, Wakefield, Yorkshire

.../N. Roberts

British Participants
and Organizers of Visits

W. Roberts, Senior Lecturer, Postgraduate School
of Librarianship and Information Science, The
University of Sheffield, Yorkshire

J. L. Schofield, Assistant Director of Library
Management Research Unit, The University of
Cambridge, Cambridgeshire

G. Thompson, Librarian, Corporation of London,
Guildhall Library, London

Dr. J. Urquhart C.B.E., Director, National Lend-
ing Library for Science and Technology, Boston
Spa, Yorkshire

Overseas ParticipantsBritish Honduras

L. H. Bradley, Librarian, National Library
Service, Belize City

Ghana

A. G. T. Ofori, Director, Ghana Library Board,
Accra

India

J. C. Mehta, Director, Public Library Services,
Delhi

Indonesia

Miss S. Soebadia, Secretary of the Department
of Library Services, The University of Indonesia,
Djakarta

Jamaica

Mrs J. Robinson, Director, Jamaica Library
Service, Kingston

Jordan

M. El-Akhras, Head, Libraries Division, Ministry
of Education, Amman

Malaysia

D. Wijasuria, Deputy Director, National Archives
and Library, Kuala Lumpur

Mauritius

G. Thélémaque, Librarian, The Municipal Library,
Port Louis

J. de Chantal, Library Adviser, University of
Mauritius, Réduit

Mexico

Professor A. Rodrigues, Director, School of
Librarianship, Ministry of Public Education,
Mexico

Nigeria

S. B. Aje, Director, National Library, Lagos

.../Professor (Mrs) Ogunsheye

<u>Nigeria</u>	Professor (Mrs) F. A. Ogunshye, Acting Director, Department of Library Studies, The University of Ibadan
	K. Okorie, Director, East Central Library Board, Enugu
<u>Pakistan</u>	A. H. Akhtar, Director of Archives and Libraries, Pakistan
<u>Sri Lanka</u>	K. D. Somadasa, Director, Ceylon Library Service, Colombo
<u>Tanzania</u>	E. E. Kaungamno, Director, Library Services, Dar es Salaam
	M. K.S. Mvaa, Librarian, The University of Dar es Salaam
<u>Turkey</u>	Professor (Miss) D. U. Yurdadog, Department of Library Science, The University of Ankara
<u>Uganda</u>	T. K. Lwanga, Librarian, Makerere University, Kampala
	O. Mohammedali, East African School of Librarian- ship, Kampala.

P R O G R A M M E

Tuesday 4 July

9.15 am	Introduction to the workshop by Professor W. L. Saunders
9.30 am	<u>The Objectives and Justification of a Public Library Service</u> , introduced by Dr G. Chandler
10.15 am	Discussion groups
11.20 am	Reports of discussion groups
11.45 am	General discussion, summary, conclusions
1.00 pm	Lunch
2.00 pm	<u>Problems and Strategies: A Case Study</u> , introduced by Mrs J. Robinson
2.45 pm	Discussion groups
3.45 pm	Tea
4.05 pm	Reports of discussion groups

.../4.30 pm

- 4.30 pm General discussion, summary, conclusions
- 5.35 pm Leave by coach for Town Hall
- 5.45 pm Civic reception. Members will be received by the Lord Mayor
- 7.30 pm Dinner at Tapton Hall

Wednesday 5 July

- 9.30 am The Library's Contribution to Educational Development: I. School Libraries, Work with Young People, Introduced by Mrs G. Hallworth

Rest of morning on pattern of Tuesday 4 July

- 2.15 pm The Library's Contribution to Educational Development: II. Academic Libraries. introduced by H. Fairhurst

Rest of afternoon on pattern of Tuesday 4 July

- 5.45 pm Leave by coach for University House
- 6.00 pm Reception given by the University
- 7.30 pm Dinner at Tapton Hall

Thursday 6 July

- 9.30 am Leave by coach for Boston Spa
- 11.00 am Arrive at The National Lending Library for Science and Technology for all day visit

The Library and Information Needs of Science and Technology with Particular Reference to the National Lending Library for Science and Technology, Dr J. Urquhart

- 1.00 pm Lunch at the National Lending Library for Science and Technology
- 4.30 pm Leave for Tapton Hall by coach

Friday 7 July

- 9.30 am The Library's Contribution to Economic Development, introduced by G. Thompson

Rest of morning on pattern of Tuesday 4 July

- 2.15 pm The Cultural and Recreational Role of the Library, introduced by A. G.T. Ofori

Rest of afternoon on pattern of Tuesday 4 July

.../Saturday 8 July

Saturday 8 July

Morning Free

2.30 pm Leave by coach for an optional visit to Chatsworth House,
Derbyshire

Sunday 9 July

10.30 am Leave by coach for an optional guided tour of Sheffield

Afternoon Free

Monday 10 July

9.30 am Cooperation and Coordination of Different Types of Library
Service: National, Public, Academic and Special, introduced
by Dr K. W. Humphreys

Rest of morning on pattern of Tuesday 4 July

Afternoon Free for use as progress of workshop dictates

2.15 pm Role of National Library in Development

3.00 pm Role of Library in National Development Plan

4.05 pm External Aspects of Academic Library Service

Tuesday 11 July

9.15 am Leave by coach for Wakefield

10.30 am Arrive at West Riding County Library Headquarters, Balne Lane,
for an all-day visit

The Practical Implementation of a Geographically Wide-Spread
Public Library Service, introduced by W. J. Murison

1.00 pm Lunch at the Stafford Arms Hotel, Wakefield

4.30 pm Leave by coach for Tapton Hall

Wednesday 12 July

9.30 am Management Information for Librarians, introduced by R. J. Huse

Rest of morning on pattern of Tuesday 4 July

2.15 pm Library Systems Analysis, introduced by F. N. Hogg

Rest of afternoon on pattern of Tuesday 4 July

.../Thursday 13 July

Thursday 13 July

- 9.30 am Leave by coach for Central Library, Surrey Street, Sheffield
- 9.30 am Arrive for an all day visit to Sheffield City Libraries, with a welcome from the Chairman, Sheffield Libraries and Art Committee
- 10.00 am The Practical Implementation of a City Library Service, introduced by J. Bebbington
- 12.30 pm Leave by coach for lunch at Tapton Hall
- 2.15 pm Return to Sheffield City Libraries
- 5.00 pm Leave by coach to Tapton Hall
- 6.15 pm Dinner
- 7.10 pm Leave by coach for an optional visit to the Crucible Theatre, to see a performance of "The Secretary Bird"

Friday 14 July

- 9.30 am Library Management Techniques: The Cambridge "Package". An all-day session presented by the Cambridge Library Management Research Unit led by J. L. Schofield

Saturday 15 July

- 9.30 am Leave by coach for an all-day optional visit to York

Sunday 16 July

Free

Monday 17 July

- 9.30 am Financial Resources and Planning, introduced by E. M. Broome
- Rest of morning on pattern of Tuesday 4 July
- 2.15 pm Education and Training, introduced by Professor W. L. Saunders
- Rest of afternoon on pattern of Tuesday 4 July

Tuesday 18 July

- am Final discussions on the workshop
- Round-up Visit of Library School

.../Wednesday 19 July

Wednesday 19 July

- 9.00 am Travel to London by coach
- 5.30 pm Leave the Bedford Hotel for the British Council Students Centre,
11 Portland Place
- 6.00 pm Reception given by the British Council

Thursday 20 July

- 10.00 am Leave for the British Museum, Great Russell Street
- 10.15 am Arrive at the British Museum Library. Members will be welcomed
by R. J. Fulford who will discuss the present activities and
future plans of the British Museum
- 2.00 pm Leave Bedford Hotel for the National Central Library, Store Street
- 2.15 pm Members will be welcomed by M. B. Line who will discuss "The
British Library"
- 7.00 pm Farewell dinner

Friday 21 July

- 10.15 am Leave for Camden Borough Library, 100 Euston Road
- 10.30 am Members will be welcomed by W. R. Maidment who will show them
the library and discuss some of the principal problems and
issues arising from running a municipal library
- Afternoon Free

Saturday 22 July

Workshop disperses.

A P P E N D I X "C"

Alphabetical Listing of Persons Met During Mission

Alphabetical Listing of Persons Met During Mission

Aje, S. B.	Director, National Library, Lagos, Nigeria
el-Akhras, Mahmud	Head, Libraries, Division, Ministry of Education, Amman, Jordan
Akhtar, A. H.	Director of Archives and Libraries, Pakistan
Anderson, Mrs Dorothy	Executive Secretary, IFLA, Committee on Cataloguing, London, England
Anthony	Assistant Director, ASLIB, London, England
Bebbington, J.	City Librarian, Sheffield, Yorkshire, England
Bousso, A.	Directeur, Ecole de Bibliothécaires, Documentalistes et Archivistes, Uni- versité de Dakar, Dakar, Sénégal
Bradley, L. H.	Librarian, National Library Service, Belize City, British Honduras
Broome, E. Max	Library Adviser, Department of Education and Science, London, England
Brown, Mrs Maureen	Librarian, Evelyn Hone College of Commerce and Applied Arts, Lusaka, Zambia
Bungay, F. J.	Senior Lecturer, School of Librarianship, Brighton Polytechnic, Sussex, England
Chadwick, John	Director, Commonwealth Foundation, London, England
Chandler, Dr G.	City Librarian, Brown, Picton and Hornby Libraries, Liverpool, Lancashire England
Fairhurst, H.	Librarian, University of York, Yorkshire, England

.../Flood, Roy A.

Flood, Roy A.	Director, Libraries Department, British Council, London, England
Francis, Sir Frank	Former Keeper, British Museum, London, England
Fulford, R. J.	Keeper of Printed Books, British Museum, London, England
Hallworth, Mrs G.	Divisional School Librarian, West Hertfordshire, Watford, Hertfordshire, England
Hockey, S.	Deputy Director, Libraries Department, British Council, London, England
Hogg, Frank N.	Principal, College of Librarianship, Aberystwyth, Wales
Humphreys, Dr. K. W.	Librarian, The University, Birmingham, Warwickshire, England
Huse, R. J.	Librarian, West Sussex County Library, Chichester, Sussex, England
Johnson, William	Acting Librarian, University of Zambia, Lusaka, Zambia
Kaungamno, E. E.	Director, Library Services, Dar es Salaam, Tanzania
Kotei, Sam I. A.	Lecturer, Department of Library Studies, University of Ghana, Legon, Ghana
Line, M. B.	Librarian, National Central Library, London, England
Lwanga, Tucker K.	Librarian, Makerere University, Kampala, Uganda
Maidment, W. R.	Director of Libraries, London Borough of Camden, London, England

.../Mohammedali, O.

Mohammedali, O.	East African School of Librarianship, Kampala, Uganda
Murison, W. J.	County Librarian, West Riding County Library, Wakefield, Yorkshire, England
Mehta, J. C.	Director, Public Library Services, Delhi, India
Mikhailov, Oleg	Director, Department of Documentation, Libraries and Archives, UNESCO, Paris, France
Moore Jr., Alvin	Field Director, Library of Congress Office, Nairobi, Kenya
Mvaa, Martin K. S.	Librarian, University of Dar es Salaam, Dar es Salaam, Tanzania
Ndegwa, John	Librarian, University of Kenya, Nairobi, Kenya
Nitecki, Andre	Senior Lecturer and Acting Head, Department of Library Studies, Univer- sity of Ghana, Legon, Ghana
Ofori, A. G. T.	Director, Ghana Library Board, Accra, Ghana
Ogunsheye, Mrs F. Adetowun	Acting Head, Department of Library Studies, University of Ibadan, Nigeria
Okorie, K.	Director, East Central Library Board, Enugu, Nigeria
Rashall, Khurshid A.	Administrative Specialist, Library of Congress Office, Nairobi, Kenya
Roberts, Kenneth	Department of Documentation, Libraries and Archives, UNESCO, Paris, France
Roberts, N.	Senior Lecturer, Postgraduate School of Librarianship and Information Science, University of Sheffield, Yorkshire, England.

.../Robinson, Mrs Joyce

Robinson, Mrs Joyce	Director, Jamaica Library Service, Kingston, Jamaica
Rodrigues, Prof. A.	Director, School of Librarianship, Ministry of Public Education, Mexico
Saith, Dr. S. S.	Director, East African School of Librarianship, Makerere University, Kampala, Uganda
Salinas, A. L.	Unesco Field Science Office for Africa, Nairobi, Kenya
Scholfield, J. L.	Assistant Director, Library Management Research Unit, University of Cambridge, Cambridgeshire, England
Saunders, Prof. W. L.	Director, Postgraduate School of Librarian- ship and Information Science, University of Sheffield, Yorkshire, England
Sewell, Phillip H.	Library Adviser, Department of Education and Science, London, England
Shukla, Dr	Head of Library Studies, School of Education, University of Zambia, Lusaka, Zambia
Snodin, R.	Controller, Books Division, British Council, London, England
Soebadia, Miss Soenarti	Secretary, Department of Library Services, University of Indonesia, Djakarta
Somadasa, K. D.	Director, Sri Lanka Library Service, Colombo
Thélémaque, Guy	Librarian, Port Louis Municipal Library, Port Louis, Mauritius
Thompson, G.	Librarian, Corporation of London, Guild- hall Library, London, England
Tocatlian	UNISIST Programme, UNESCO, Paris, France
Urquhart, Dr. D. J.	Director, National Lending Library for Science and Technology, Boston Spa, Yorkshire
White, Miss Rita	Librarian, Faculty of Education, University of Kenya, Nairobi, Kenya

.../Wijasuria, D.

Wijasuria, D.	Deputy Director, National Archives and Library, Kuala Lumpur, Malaysia
Wysocki, Dr Adam	Director, UNISIST Programme, UNESCO, Paris, France
Yurdadog, Prof. D. U.	Department of Library Science, Univer- sity of Ankara, Turkey.

A N N E X E "D"

Décrets présidentiels touchant l'Ecole de Bibliothécaires,
archivistes et documentalistes de l'Université de Dakar:

Décret no 67.1235 relatif à l'Ecole de Bibliothécaires, Archivistes
et Documentalistes ayant statut d'Institut d'Université.

Décret no 69.257 portant statut particulier du cadre des fonc-
tionnaires des archives et des bibliothèques.

Décret no 69.618 fixant la durée des études et le programme des
enseignements de la section de bibliothécaires de l'Ecole
de Bibliothécaires, Archivistes et Documentalistes.

Annexe au projet de décret fixant la durée des études et le programme
des enseignements de la section de bibliothécaires de l'Ecole
de Bibliothécaires, Archivistes et Documentalistes ayant statut
d'Institut d'Université.

Décret no 69.619 fixant les modalités d'attribution du diplôme
d'aptitude aux fonctions de bibliothécaire.

Décret no 71.1204 fixant la durée des études et le programme des
enseignements de la section d'Archivistes de l'Ecole de Biblio-
thécaires, Archivistes et Documentalistes.

Programme des enseignements de la Section d'Archives de l'E.L.B.A.D.

Décret no 71.1205 fixant les modalités d'attribution du diplôme
d'aptitude aux fonctions d'archivistes.

République du SénégalMinistère de l'Education nationale

Décret 67.1235 relatif à l'Ecole de Bibliothécaires,
Archivistes et Documentalistes ayant statut d'Institut
d'Université.

- - - -

LE PRESIDENT DE LA REPUBLIQUE,

- VU la Constitution, notamment ses articles 37 et 65;
 - VU l'accord de coopération en matière d'enseignement supérieur entre la République française et la République du Sénégal signé à Paris le 15 mai 1964;
 - VU le décret 57-240 du 24 février 1957 portant création de l'Université de Dakar;
 - VU la loi no 67-45 du 13 juillet 1967 relative à l'Université de Dakar;
 - VU le décret no 67-1226 du 15-11-1967 portant statut de l'Université de Dakar;
 - VU l'accord du 28 mars 1962 entre le Gouvernement de la République du Sénégal et l'UNESCO, relatif à l'établissement au Sénégal d'un Centre de Formation de Bibliothécaires, de pays d'Afrique d'expression française;
 - VU l'avis de la commission mixte franco-sénégalaise en date des 4 et 5 avril 1967;
 - VU la délibération de l'Assemblée de la Faculté des Lettres en date du 26 avril 1967;
 - VU la délibération du Conseil de l'Université de Dakar en date du 12 juin 1967;
 - VU l'avis du Conseil de l'Enseignement supérieur en date du 28 juin 1967;
 - VU l'accord du Gouvernement français;
- La Cour Suprême entendue;
- Sur le rapport du Ministre de l'Education nationale;

D E C R E T EARTICLE 1er:

Est approuvée la création à l'Université de Dakar à compter du 1er juillet 1967 d'une Ecole de Bibliothécaires, Archivistes et Documentalistes ayant statut d'Institut d'Université.

CHAPITRE 1erDispositions généralesARTICLE 2

L'Ecole de Bibliothécaires, Archivistes et Documentalistes relève

.../scientifiquement

scientifiquement de la Faculté des Lettres et Sciences humaines. Elle a pour mission la formation et le perfectionnement de bibliothécaires, archivistes et documentalistes, elle assure cette mission en liaison avec:

1. Les autorités responsables de ces problèmes au Sénégal et dans les Etats africains, plus particulièrement avec les Ministres chargés de l'Education nationale.
2. Les bibliothèques, les centres de documentation et les services des archives des Etats africains et, notamment, la bibliothèque universitaire de Dakar, le centre de documentation de l'I.F.A.N., le service des archives nationales du Sénégal.
3. Les organisations internationales, spécialement la division de l'UNESCO chargée du développement de la documentation des bibliothèques et des archives, en vue notamment du recrutement du personnel enseignant, d'attribution de bourses, d'échanges de documents.

ARTICLE 3

L'Ecole de Bibliothécaires, Archivistes et Documentalistes est administrée par un Conseil d'Administration qui comprend, sous la présidence du Recteur, président du Conseil de l'Université:

- un représentant du Ministre de l'Education nationale;
- un représentant du Ministre des Affaires Culturelles;
- le Doyen de la Faculté des Lettres et Sciences humaines;
- un doyen de faculté désigné par le Conseil de l'Université ou son représentant;
- le conservateur en chef de la bibliothèque universitaire;
- le conservateur des archives nationales;
- un représentant de la profession de bibliothécaire, archiviste et documentaliste désigné par le Recteur sur proposition de l'association représentative de cette profession;
- un membre nommé pour trois ans par le Recteur, sur présentation du Conseil de l'Université.

Peut être en outre appelé à siéger au Conseil avec voix délibérative, un ressortissant d'un Etat entretenant des étudiants à l'Université.

ARTICLE 4

Le directeur de l'école, choisi parmi les candidats munis de titres universitaires et pouvant faire état d'une formation spécialisée est nommé par le Recteur sur proposition du Conseil d'Administration pour une durée de trois ans renouvelable.

Le directeur est assisté d'un directeur des études choisi parmi le personnel de l'Université et nommé dans les mêmes formes.

.../ARTICLE 5

ARTICLE 5

Le directeur exerce ses fonctions sous le contrôle du Conseil d'Administration.

Il prépare et propose au Conseil d'Administration des programmes généraux d'activités, assure leur réalisation et gère les fonds mis à la disposition de l'école.

ARTICLE 6

Le Conseil d'Administration se réunit au moins une fois par an et chaque fois que son président le juge nécessaire.

Il formule des propositions sur toutes les questions intéressant le fonctionnement de l'école, notamment le programme des enseignements, le budget, le tarif des droits à percevoir et la rémunération du personnel enseignant. Il contrôle la gestion du directeur et élabore le règlement intérieur.

L'ordre du jour des séances est établi par le président sur la proposition du directeur de l'école.

ARTICLE 7

Le directeur de l'école assiste aux séances avec voix délibératrice.

Le Conseil peut faire appel à titre consultatif à des personnalités qu'il souhaite entendre ou consulter en raison de leur compétence.

ARTICLE 8

L'Ecole est dotée d'un budget spécial incorporé au budget de l'Université et voté par le Conseil de l'Université. Ce budget est alimenté par:

- le montant des subventions et des dons accordés à l'Institut;
- le montant des droits versés par les étudiants;
- les fonds résultants de l'aide des gouvernements des Etats qui font appel à l'école, de l'aide des organismes internationaux.

Le Recteur en est l'ordonnateur.

ARTICLE 9

Le personnel enseignant est nommé par le Recteur sur proposition du directeur de l'Ecole, après avis du Conseil d'Administration.

Le personnel technique et administratif est affecté à l'Ecole par arrêté du Recteur.

CHAPITRE IIDe l'EnseignementARTICLE 10

Les cours de l'Ecole s'adressent:

.../aux candidats

- aux candidats titulaires du baccalauréat ou d'un diplôme admis en équivalence;
- aux candidats titulaires du brevet élémentaire ou du brevet d'études du premier cycle de l'enseignement secondaire ayant trois ans au moins d'ancienneté de service dans une bibliothèque, un centre de documentation ou un service d'archives;
- aux bibliothécaires, archivistes et documentalistes admis au stage de perfectionnement.

Les places disponibles sont accordées par priorité aux ressortissants des Etats africains de langue française.

ARTICLE 11

L'enseignement dispensé par l'Ecole est à la fois théorique et pratique. Il comporte les deux grandes divisions ci-après:

- grands courants de l'histoire des idées, des sciences, des lettres et des arts;
- bibliothéconomie portant notamment sur les matières suivantes:
 - organisation et administration des bibliothèques
 - histoire et technique du livre
 - bibliographie
 - catalographie, classification, dactylographie
 - techniques de la documentation
 - archivistique.

ARTICLE 12

Les modalités des examens qui sanctionnent les études sont fixées par le Conseil de l'Université sur proposition du Directeur, après avis du Conseil d'Administration. Ce dernier fixe chaque année les dates des examens.

L'Ecole délivre des diplômes d'aptitude aux fonctions de bibliothécaires, d'archivistes et de documentalistes. Les programmes et le règlement de l'examen, les modalités d'attribution de ces diplômes sont fixés par décret.

ARTICLE 13

Le Ministre de l'Education nationale est chargé de l'exécution du présent décret qui sera publié au journal officiel.

Fait à Dakar, le 15 novembre 1967.

Léopold Sédar SENGHOR

Ministère de la Fonction publique
et du Travail

Décret no 69-257 du 17 mars 1969 portant statut particulier du cadre des fonctionnaires des archives et des bibliothèques.

- - - -

LE PRESIDENT DE LA REPUBLIQUE

- VU la Constitution, notamment ses articles 37 et 65;
- VU la loi 61-33 du 15 juin 1961 relative au statut général des fonctionnaires ainsi que les lois subséquentes qui l'ont complétée ou modifiée;
- VU le décret no 61-059 du 8 février 1961 portant classement indiciaire des magistrats, du personnel militaire et du personnel civil des Administrations et établissements publics de l'Etat relevant du statut général des fonctionnaires ainsi que les textes subséquents qui l'ont complété ou modifié;
- VU l'accord de coopération du 28 mars 1962 entre le Gouvernement de la République du Sénégal et l'UNESCO relatif à l'établissement au Sénégal d'un Centre de Formation de Bibliothécaires des pays d'Afrique d'expression française;
- VU le décret no 67-1235 du 15 novembre 1967 relatif à l'Ecole des Bibliothécaires, Archivistes et Documentalistes ayant statut d'Institut d'Université;
- VU l'arrêté général no 9660 S.E.T. du 31 décembre 1953 fixant le statut particulier du personnel des services scientifiques et technique de l'Institut français d'Afrique noire;
- VU l'avis du conseil supérieur de la Fonction publique en sa séance du 11 juillet 1968;

La Cour Suprême entendue;

Sur le rapport du Ministre de la Fonction publique et du Travail;

D E C R E T E

ARTICLE 1er

Les fonctionnaires des archives et des bibliothèques sont groupés dans un cadre unique composé de trois corps tels que définis par l'article 22 de la loi no 61-33 du 15 juin 1961.

Le statut particulier de ce cadre est déterminé par les dispositions du présent décret.

ARTICLE 2

Les trois corps du cadre des fonctionnaires des archives et bibliothèques, la hiérarchie à laquelle chacun d'eux est rattaché, les modalités de leur recrutement, leur classement indiciaire, sont déterminés conformément au tableau suivant:

.../Appellation

<u>Appellation des Corps</u>	<u>Hierarchie</u>	<u>Recrutement</u>	<u>Classement Indiciaire</u>
Conservateurs:			
- d'Archives		a) Archives: Baccalauréat plus concours plus diplôme d'archiviste-paléographe Ou bien: Maîtrise d'histoire ou tout autre diplôme admis en équivalence plus stage international d'archives Durée moyenne des études:	
	A	Baccalauréat plus 5 ans	1423-3350
- de bibliothèques		b) Bibliothèques: licence d'enseignement supérieur ou tout autre diplôme admis en équivalence plus concours plus diplôme supérieur de bibliothécaire (D.S.B.) Durée moyenne des études: Baccalauréat plus 5 ans	
Archivistes Bibliothécaires Documentalistes	B	Baccalauréat plus concours plus 2 ans de formation plus diplôme de l'Ecole de Bibliothécaires, 1141-2615 Archivistes, Documentalistes de Dakar. Baccalauréat plus 2 ans	
Sous-archivistes Sous-bibliothécaires Sous-documentalistes		Brevet élémentaire ou BEPC plus concours.	560-1010

Les effectifs théoriques de chacun des trois corps composant le cadre des fonctionnaires des archives et des bibliothèques sont fixés par arrêtés conjoints du Ministre chargé de la Fonction publique et du Ministre chargé des Finances.

Les taux de péréquation indiqués pour chaque corps dans les tableaux figurant aux articles 4, 11 et 19 s'appliquent à l'effectif total de chacun de ces corps.

TITRE PREMIERCorps des Conservateurs d'Archives et de BibliothèquesChapitre PremierDispositions généralesARTICLE 3

Les conservateurs-archivistes ont pour mission d'assurer la conservation des documents qui leur sont confiés, de susciter et d'accueillir de nouveaux versements. Ils procèdent au tirage, au classement et à l'inventaire de ces archives et en élaborent des catalogues et des répertoires.

Les conservateurs-archivistes sont chargés de choisir, d'acquérir, de conserver, de classer et de communiquer les ouvrages dont ils ont la responsabilité. Ils en établissent des catalogues et des répertoires.

ARTICLE 4

Le corps des conservateurs comporte cinq classes et neuf échelons conformément aux dispositions du décret no 61-059 du 8 février 1961.

Les classes et échelons, l'échelonnement indiciaire, la péréquation du corps sont déterminés par le tableau suivant:

<u>Classes et échelons</u>	<u>Echelonnement indiciaire</u>	<u>Péréquation</u>
Conservateur de classe exceptionnelle ..	3350	5%
Conservateur de 1ère classe:		
2ème échelon	3205	
1er échelon	2989	20%
Conservateur de 2ème classe:		
2ème échelon	2727	
1er échelon	2501	30%
Conservateur de 3ème classe:		
2ème échelon	2374	
1er échelon	2128	45%
Conservateur de 4ème classe:		
2ème échelon	1771	
1er échelon	1423	
Conservateur stagiaire	1423	

Chaque classe est divisée en deux échelons, sauf la classe exceptionnelle qui ne comporte qu'un seul échelon.

.../ARTICLE 5

ARTICLE 5

A l'intérieur du corps et sous réserve des décisions individuelles de nomination ou d'affectation qui pourront déroger à cette règle, la subordination est établie de classe à classe; dans chaque classe elle est établie d'échelon à échelon; dans chaque échelon elle résulte de l'ancienneté.

Chapitre IIRecrutementARTICLE 6

L'accès au corps des conservateurs est ouvert sur titre aux candidats des deux sexes titulaires de l'un des diplômes requis:

1. Pour les archives:
 - Aux titulaires du diplôme d'archiviste-paléographe;
 - Aux titulaires d'une maîtrise d'histoire ou de tout autre diplôme admis en équivalence ayant effectué le stage international des archives.
2. Pour les bibliothèques:
 - Aux titulaires du diplôme supérieur de bibliothécaire.

ARTICLE 7

Les écoles de formation de conservateurs d'archives ou de bibliothèques recrutent par voie:

- De concours direct dans les conditions stipulées au tableau de l'article 2 ci-dessus;
- De concours professionnel ouvert aux archivistes, bibliothécaires, documentalistes ayant quatre ans de services dans l'Administration dont deux dans le corps.

ARTICLE 8

Les candidats entrés à l'Ecole de formation par la voie du concours direct, ainsi que les candidats titulaires d'une maîtrise d'histoire ou de tout autre diplôme admis en équivalence, devront être âgés de 18 ans au moins et de 30 ans au plus au 1er janvier de l'année du recrutement dans le corps. Ils sont nommés conservateurs stagiaires à la date de leur prise de service après l'obtention du diplôme ou l'accomplissement du stage international requis.

Les candidats entrés à l'Ecole de formation par la voie du concours professionnel ne devront pas être âgés de plus de 50 ans au 1er janvier de l'année du recrutement dans le corps. Ils sont nommés à l'échelon de début et conservent éventuellement une indemnité différentielle.

Chapitre IIIAvancementARTICLE 9

L'avancement de classe a lieu au choix par inscription à un tableau

.../établissement

établi conformément aux dispositions du statut général des fonctionnaires.

Peuvent être promus:

- Conservateurs de 3ème classe, 1er échelon, les conservateurs de 4ème classe qui comptent deux ans de services effectifs dans le corps;
- Conservateurs de 2ème classe, 1er échelon, les conservateurs de 3ème classe qui comptent deux ans de services effectifs au 2ème échelon et six ans minimum de services effectifs dans le corps;
- Conservateurs de 1ère classe, 1er échelon, les conservateurs de 2ème classe qui comptent trois ans de services effectifs au 2ème échelon et dix ans minimum de services effectifs dans le corps;
- Conservateurs de classe exceptionnelle, les conservateurs de 1ère classe qui comptent trois ans de services effectifs au 2ème échelon et quatorze ans minimum de services effectifs dans le corps.

ARTICLE 10

L'avancement d'échelon est fonction de l'ancienneté. Le temps à passer dans chaque échelon est fixé à deux ans, sauf en ce qui concerne le 2ème échelon de la 2ème classe et les échelons de la 1ère classe où il est de trois ans.

Chapitre IV

Dispositions Transitoires

ARTICLE 11

Pour la constitution initiale du corps et par dérogation aux conditions normales de recrutement, les fonctionnaires et les agents non fonctionnaires et de l'Administration, titulaires d'une licence complète, en service à la date de prise d'effet du présent décret et totalisant trois années de services effectifs dans les archives et les bibliothèques, pourront être intégrés dans le corps des conservateurs d'archives et de bibliothèques de l'Etat, s'ils ne sont pas âgés de plus de 50 ans à la date d'entrée en vigueur du présent décret.

TITRE II

Corps des Archivistes, Bibliothécaires et Documentalistes

Chapitre Premier

Dispositions Générales

ARTICLE 12

Les archivistes, bibliothécaires et documentalistes concourent au fonctionnement du service des archives et des bibliothèques ou des centres de documentation des administrations centrales, des services et établissements publics, des circonscriptions administratives ou des établissements scolaires. Ils sont chargés de travaux techniques dans ces institutions. Ils assistent les conservateurs auxquels ils sont subordonnés.

.../ARTICLE 13

ARTICLE 13

La carrière des fonctionnaires appartenant au corps des archivistes, bibliothécaires et documentalistes comporte cinq classes et neuf échelons conformément aux dispositions du décret no 61-059 du 8 février 1961.

Les classes et échelons, l'échelonnement indiciaire, la péréquation du corps sont déterminés par le tableau suivant:

<u>Classes et échelons</u>	<u>Echelonnement indiciaire</u>	<u>Péréquation</u>
Archiviste, bibliothécaire, documentaliste de classe exceptionnelle	2615	5%
Archiviste, bibliothécaire, documentaliste de 1ère classe:		
2ème échelon	2440	
1er échelon	2244	20%
Archiviste, bibliothécaire, documentaliste de 2ème classe:		
2ème échelon	2057	
1er échelon	1878	30%
Archiviste, bibliothécaire, documentaliste de 3ème classe:		
2ème échelon	1725	
1er échelon	1573	45%
Archiviste, bibliothécaire, documentaliste de 4ème classe:		
2ème échelon	1434	
1er échelon	1141	
Archiviste, bibliothécaire, documentaliste stagiaire	1141	

Chaque classe est divisée en deux échelons, sauf la classe exceptionnelle qui ne comporte qu'un seul échelon.

ARTICLE 14

A l'intérieur du corps et sous réserve des décisions individuelles de nomination ou d'affectation qui pourront déroger à cette règle, la subordination est établie de classe à classe; dans chaque classe elle est établie d'échelon à échelon; dans chaque échelon elle résulte de l'ancienneté.

Chapitre IIRecrutementARTICLE 15

L'accès au corps des archivistes, bibliothécaires et documentalistes

est ouvert, sur titre, aux candidats des deux sexes, titulaires du diplôme de l'Ecole des Bibliothécaires, Archivistes et Documentalistes de Dakar.

ARTICLE 16

L'Ecole des Bibliothécaires, Archivistes et Documentalistes de Dakar recrute par voie:

- De concours direct parmi les candidats titulaires du baccalauréat ou de tout autre diplôme admis en équivalence;
- De concours professionnel parmi les sous-archivistes, sous-bibliothécaires et sous-documentalistes ayant quatre années de services effectifs dans l'Administration, dont trois dans le corps.

La durée de la formation à l'Ecole pour les deux catégories de candidats est de deux ans.

ARTICLE 16

Les candidats entrés à l'Ecole des Bibliothécaires, Archivistes et Documentalistes par voie du concours direct devront être âgés de 18 ans au moins et de 30 ans au plus au 1er janvier de l'année du recrutement dans le corps. Ils sont nommés stagiaires à la date de leur prise de service, après l'obtention du diplôme requis.

Les candidats entrés à l'Ecole par la voie du concours professionnel ne devront pas être âgés de plus de 50 ans au 1er janvier de l'année du recrutement dans le corps. Ils sont nommés à l'échelon de début et conservent éventuellement une indemnité différentielle.

Chapitre III

Avancement

ARTICLE 18

L'avancement de classe a lieu au choix par inscription à un tableau d'avancement établi conformément aux dispositions du statut général des fonctionnaires.

Peuvent être promus:

- Archivistes, bibliothécaires, documentalistes de 3ème classe, 1er échelon, les archivistes, bibliothécaires, documentalistes de 4ème classe qui comptent deux ans de services effectifs au 3ème échelon et trois ans minimum de services effectifs dans le corps;
- Archivistes, bibliothécaires, documentalistes de 2ème classe, 1er échelon, les archivistes, bibliothécaires, documentalistes de 3ème classe qui comptent deux ans de services effectifs au 2ème échelon et six ans minimum de services effectifs dans le corps;
- Archivistes, bibliothécaires, documentalistes de 1ère classe, 1er échelon, les archivistes, bibliothécaires, documentalistes de 2ème classe qui comptent trois ans de services effectifs au 2ème échelon et dix ans minimum de services effectifs dans le corps;

.../Archivistes

- Archivistes, bibliothécaires, documentalistes de classe exceptionnelle, les archivistes, bibliothécaires, documentalistes de 1ère classe qui comptent trois ans de services effectifs au 2ème échelon de quatorze ans minimum de services effectifs dans le corps.

ARTICLE 19

L'avancement d'échelon est fonction de l'ancienneté. Le temps à passer dans chaque échelon est fixé à deux ans, sauf en ce qui concerne le 2ème échelon de la 2ème classe et les échelons de la 1ère classe où il est de trois ans.

Chapitre IV

Dispositions Transitoires

ARTICLE 20

Pour la constitution initiale du corps et par dérogation aux conditions normales de recrutement, un concours unique et spécial sera ouvert dans un délai de dix mois à compter de la date d'entrée en vigueur du présent décret.

Pourront se présenter à ce concours:

- Les fonctionnaires et les agents non fonctionnaires titulaires du baccalauréat, en service à la date d'entrée en vigueur du présent décret, ayant cinq années de services effectifs aux Archives nationales en qualité d'archivistes, de bibliothécaires ou de documentalistes;
- Les fonctionnaires et les agents non fonctionnaires titulaires du diplôme du Centre régional de formation des bibliothécaires ayant effectué au moins trois années de services effectifs dans une bibliothèque ou dans un centre de documentation à la date d'entrée en vigueur du présent décret;
- Les fonctionnaires et les agents non fonctionnaires en service à la date d'entrée en vigueur du présent décret, ayant effectué au moins dix ans de services effectifs aux Archives nationales, suivi le stage international des archives et obtenu le certificat de fin de stage;
- Les élèves de la promotion 1967-1968 de l'Ecole des Bibliothécaires, Archivistes et Documentalistes de Dakar, actuellement en cours de scolarité et dont les conditions de recrutement ne sont pas conformes aux dispositions prévues par le présent décret. Les candidats à ce concours unique et spécial devront être âgés de 50 ans au plus au 1er janvier de l'année du concours.

Les modalités et le programme de ce concours sont déterminés par arrêté conjoint du Ministre chargé de la Fonction publique et des Ministres dont dépendent le service des archives et l'Ecole des Bibliothécaires.

Ce concours devra être organisé de telle manière que les épreuves qu'il comportera correspondent au niveau d'instruction exigé des candidats au concours professionnel de la hiérarchie 8, échelle indiciaire 1141-2615, des autres corps de fonctionnaires.

.../ARTICLE 21

ARTICLE 21

Les candidats titulaires du brevet élémentaire ou du B.E.P.C. reçus au concours des 8, 11 et 12 novembre 1968 seront, à titre exceptionnel, sous réserve qu'ils obtiennent le diplôme de l'Ecole, admis dans le corps comme stagiaires à la date de leur prise de service.

TITRE III

Corps des Sous-Archivistes, Sous-Bibliothécaires,
Sous-Documentalistes

Chapitre PremierDispositions GénéralesARTICLE 22

Les sous-archivistes, sous-bibliothécaires et sous-documentalistes concourent à l'ensemble des tâches incombant aux conservateurs, aux archivistes, aux bibliothécaires ou aux documentalistes et les assistent ou les suppléent.

ARTICLE 23

La carrière des fonctionnaires appartenant au corps des sous-archivistes, sous-bibliothécaires et sous-documentalistes comporte trois grades et onze échelons conformément aux dispositions du décret no 61-059 du 8 février 1961.

Les grades et échelons, l'échelonnement indiciaire, la péréquation du corps sont déterminés par le tableau suivant:

<u>Classes et échelons</u>	<u>Echelonnement indiciaire</u>	<u>Péréquation</u>
Sous-archiviste, sous-bibliothécaire, sous-documentaliste principal de classe exceptionnelle	1010	10%
Sous-archiviste, sous-bibliothécaire, sous-documentaliste principal: 3ème échelon	961	
2ème échelon	910	
1er échelon	860	24%
Sous archiviste, sous-bibliothécaire, sous-documentaliste ordinaire: 3ème échelon	825	
2ème échelon	775	
1er échelon	726	30%
Sous-archiviste, sous-bibliothécaire, sous-documentaliste adjoint: 4ème échelon	695	
3ème échelon	644	
2ème échelon	610	
1er échelon	560	36%
Sous-archiviste, sous-bibliothécaire, sous-documentaliste stagiaire	560	

.../Le grade

Le grade d'adjoint comporte quatre échelons. Le grade d'ordinaire comporte trois échelons. Le grade de principal comporte quatre échelons dont un pour la classe exceptionnelle.

ARTICLE 24

A l'intérieur du corps et sous réserve des décisions individuelles de nomination ou d'affectation qui pourront déroger à cette règle, la subordination est établie de grade à grade; dans chaque grade elle est établie d'échelon à échelon; dans chaque échelon elle résulte de l'ancienneté.

Chapitre II

Recrutement

ARTICLE 25

Les sous-archivistes, sous-bibliothécaires, sous-documentalistes sont recrutés par voie de concours direct parmi les candidats des deux sexes.

Le concours direct est ouvert aux candidats âgés de 18 ans au moins et de 30 ans au plus au 1er janvier de l'année du concours.

Les candidats doivent être titulaires du brevet élémentaire, du B.E.P.C. ou de tout autre diplôme admis en équivalence.

Les modalités et le programme de ce concours feront l'objet d'un arrêté conjoint du Ministre chargé de la Fonction publique et des Ministres dont dépendent le Service des archives et l'Ecole des Bibliothécaires.

Les candidats à ce concours ne pourront être admis à s'y présenter plus de trois fois.

Les candidats seront nommés stagiaires à la date de leur prise de service après l'admission.

Chapitre III

Avancement

ARTICLE 26

L'avancement de grade a lieu au choix par inscription à un tableau d'avancement établi conformément aux dispositions du statut général des fonctionnaires.

Peuvent être promus:

- Sous-archivistes, sous-bibliothécaires, sous-documentalistes ordinaires 1er échelon, les sous-archivistes, sous-bibliothécaires, sous-documentalistes adjoints qui comptent un an de services effectifs au 4ème échelon et quatre ans minimum de services effectifs dans le corps;
- Sous-archivistes, sous-bibliothécaires, sous-documentalistes principaux 1er échelon, les sous-archivistes, sous-bibliothécaires, sous-documentalistes ordinaires qui comptent un an de services effectifs au 3ème échelon et huit ans minimum de services effectifs dans le corps dont quatre ans dans le grade de sous-archiviste, sous-bibliothécaire et de sous-documentaliste ordinaire;

.../Sous-archivistes

- Sous-archivistes, sous-bibliothécaires, sous-documentalistes principaux de classe exceptionnelle, les sous-archivistes, sous-bibliothécaires, sous-documentalistes principaux qui comptent deux ans de services effectifs au 3ème échelon et douze ans minimum de services effectifs dans le corps dont quatre ans dans le grade de sous-archiviste, sous-bibliothécaire et sous-documentaliste principal.

ARTICLE 27

L'avancement d'échelon est fonction de l'ancienneté. Le temps à passer dans chaque échelon est fixé à deux ans, sauf en ce qui concerne le 4ème échelon du grade de sous-archiviste, sous-bibliothécaire, sous-documentaliste ordinaire où il est d'un an.

Chapitre IVDispositions Transitoires et DiversesARTICLE 28

Pour permettre la constitution initiale du corps, pourront être intégrés dans le corps des sous-archivistes, sous-bibliothécaires, sous-documentalistes, les fonctionnaires appartenant à l'ex-corps des aides-techniques (option archives, bibliothèques, documentation) créé par arrêté général no 9660 S.E.T. du 31 décembre 1953.

Ces intégrations se feront à concordance d'indice avec maintien de l'ancienneté acquise dans l'échelon du corps d'intégration.

ARTICLE 29

Le Ministre chargé de la Fonction publique est investi du pouvoir de nomination à l'égard des fonctionnaires du cadre des archives et des bibliothèques à l'exception de ceux appartenant au corps des conservateurs d'archives et de bibliothèques qui seront nommés, promus, rétrogradés, révoqués, placés en disponibilité et mis à la retraite par décret.

ARTICLE 30

Toutes dispositions antérieures contraires, notamment celles qui sont relatives au mode de recrutement contenues dans le décret no 67-1235 du 15 novembre 1967 sont abrogées.

ARTICLE 31

Le Ministre de la Fonction publique et du Travail, le Ministre des Finances, le Ministre de l'Education nationale et le Ministre, Secrétaire général sont chargés chacun en ce qui le concerne, de l'exécution du présent décret qui sera publié au Journal officiel.

Fait à Dakar, le 17 mars 1969.

Léopold Sédar SENGHOR

Ministère de l'Education nationale

Décret no 69.618 du 20 mai 1969 fixant la durée des études et le programme des enseignements de la section de bibliothécaires de l'Ecole de Bibliothécaires, Archivistes et Documentalistes.

- - - -

LE PRESIDENT DE LA REPUBLIQUE

- VU la Constitution, notamment ses articles 37 et 65;
- VU l'accord de coopération en matière d'enseignement supérieur entre la République française, et la République du Sénégal signé à Paris le 15 mai 1964 et les conventions annexes;
- VU la loi no 67-45 du 13 juillet 1967 relative à l'Université de Dakar;
- VU le décret 67.1226 du 15 novembre 1967 portant statut de l'Université de Dakar;
- VU le décret 67.1235 du 15 novembre 1967 relatif à l'Ecole de Bibliothécaires, Archivistes et Documentalistes ayant statut d'Institut d'Université;
- VU l'avis du conseil de l'Université de Dakar en date du 12 juin 1968;
- VU l'avis du conseil d'administration de l'Ecole de Bibliothécaires, Archivistes et Documentalistes en date du 23 février 1968;
- VU l'avis du conseil de l'enseignement supérieur en sa séance du 8 mai 1968;
- La Cour Suprême entendue;
- Sur le rapport du Ministre de l'Education nationale;

D E C R E T E

ARTICLE 1er

La durée des études à l'Ecole de Bibliothécaires, Archivistes et Documentalistes est fixée à deux ans.

Pour la section de formation de bibliothécaires, les enseignements répartis entre les deux années conformément aux dispositions du présent décret.

ARTICLE 2

Le passage des étudiants de première en seconde année est prononcé par le Directeur, après avis du corps enseignant constitué en jury tenant compte de l'ensemble des notes et appréciations obtenues en cours d'année. Dans le calcul de la moyenne annuelle entrent en ligne de compte la moyenne des notes obtenues en cours d'année et la moyenne des notes des compositions de fin d'année.

.../En cas de résultats

En cas de résultats insuffisants, l'étudiant peut être exclu ou autorisé à redoubler par le Directeur de l'Ecole, après avis du corps enseignant constitué en jury.

L'exclusion doit autant que possible être assortie de conseil d'orientation.

ARTICLE 3

Les enseignements suivants sont dispensés au cours de la première année

<u>DISCIPLINES</u>	<u>HORAIRES</u>
<u>Cours et Travaux pratiques</u>	
Bibliographie générale	24 h
Bibliothéconomie	30 h
Eléments d'organisation et administration des bibliothèques	50 h
Catalographie et initiation à la classification	36 h
Langue étrangère	24 h
Dactylographie	24 h
Histoire du livre	24 h
<u>Culture générale</u>	
Initiation à l'histoire littéraire	48 h
Initiation à l'histoire des idées, des sciences et des techniques	16 h
Notions générales sur l'histoire des civilisations	24 h
Histoire des arts d'Afrique	20 h
Initiation au droit	10 h
TOTAL	<u>330 h</u>

ARTICLE 4

Les enseignements suivants sont dispensés au cours de la deuxième année:

<u>DISCIPLINES</u>	<u>HORAIRES</u>
Bibliographies spécialisées et africaines	60 h
Organisation et administration des bibliothèques	45 h
Catalogage	48 h
Questions spéciales de catalographie et classification	≠

.../Application

DISCIPLINES	HORAIRES
Application	48 h
Technique du livre	16 h
Indexage	18 h
<u>Application aux quatre catégories de bibliothèque</u>	
Bibliothèques nationales	18 h
Bibliothèques universitaires et spécialisées	18 h
Bibliothèques de lecture publique	18 h
Bibliothèques scolaires	18 h
<u>Enseignements complémentaires</u>	
Archivistique	12 h
Documentation	24 h
TOTAL	343 h

* non indiqué dans le décret original.

ARTICLE 5

Les enseignements sont complétés par des stages dont l'un sera effectué à temps plein au cours de la deuxième année, dans une bibliothèque. Sa durée ne peut être inférieure à un mois.

ARTICLE 6

Les programmes des enseignements prévus aux articles 3 et 4 sont fixés conformément à l'annexe au présent décret.

ARTICLE 7

Le Ministre de l'Education nationale est chargé de l'exécution du présent décret qui sera publié ainsi que son annexe au journal officiel.

Fait à Dakar le

Léopold Sédar SENGHOR

Annexe au Projet de Décret fixant la durée des études et le programme des enseignements de la section de bibliothécaires de l'Ecole de Bibliothécaires, Archivistes et Documentalistes ayant statut d'Institut d'Université.

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Programme des Enseignements

Description des Cours

1. Bibliographie

Définition et genres des ouvrages de consultation. Initiation à la recherche.

- a) Bibliographie générale: Bibliographies de bibliographies, bibliographie générale internationale, catalogues imprimés de bibliothèques et catalogues collectifs, bibliographies nationales et leur utilisation dans une bibliothèque, bibliographie de périodiques, encyclopédies, biographies.
- b) Bibliographies spécialisées et ouvrages de références des grandes disciplines historiques, sociales, littéraires, artistiques et scientifiques.
- c) La recherche en Afrique, bibliographie africaine, générale et par discipline (critique et interprétation, analyse, place et portée).

2. Bibliothéconomie

Aspect sociologique - Les associations - La documentation professionnelle - Le bibliothécaire en tant qu'administrateur, les relations publiques - La recherche bibliothéconomique.

3. Organisation et administration des bibliothèques

- Qu'est-ce qu'une bibliothèque? Les bâtiments et leur aménagement en pays tropicaux.
- Les collections, leur accroissement, leur traitement, leur conservation.
- La communication du livre: psychologie du lecteur, technique de prêt, la lecture sur place, techniques nouvelles de communication.
- La bibliothèque et les autres organismes de culture. Le règlement de la bibliothèque.
- Les livres et les autres documents: choix et achat, étude critique des guides de choix de livres - Etude systématique des opérations depuis l'achat jusqu'au rangement sur les rayons, conservation et utilisation des auxiliaires audio-visuels de la bibliothèque.

4. Catalogage - Classification

Suivant les normes françaises de l'Afnor:

La notice catalographique, rédaction et disposition - Les ouvrages

.../complexes

complexes. Le fichier alphabétique. Le fichier systématique, intercalation. Questionsspéciales de catalographie et de classifications documentaires. Etude des systèmes de classification. Normes catalographiques des noms d'auteurs africains. Initiation aux termes techniques de la langue étrangère choisie pour les travaux de catalogue.

5. Dactylographie

Initiation à la dactylographie - copie dactylographiée, suivant les normes et usages de présentation d'un texte manuscrit en langue française (mémoires, devis bordereau, tableau ...), fiches de catalogue en langue française et en langue étrangère.

6. Histoire et technique du livre

Principales périodes de l'histoire du manuscrit, du livre imprimé et de la reliure dans le monde. Histoire succincte des collections de livres. Techniques de l'impression de l'illustration, de la reliure. Fonds modernes d'Afrique.

7. Indexage

Principe. Les index de noms, de sujets, indexages de périodiques et autres documents - la rédaction des résumés analytiques.

8. Bibliothèques nationales

Buts, organisation et activités. Mission de conservation, dépôt légal.

9. Bibliothèques universitaires spécialisées

Buts - organisation et activités. La bibliothèque universitaire et les activités d'enseignement et de recherche. Evolution des structures.

Collection de documents et utilisation des collections dans des bibliothèques spécialisées.

10. Bibliothèques de lecture publique

Analyse des buts et du rôle de la bibliothèque de lecture publique dans les sociétés africaines - Administration et extension des bibliothèques de lecture publique.

11. Bibliothèques scolaires

Buts, organisation et activités des bibliothèques scolaires. Rôle pédagogique.

Enseignements complémentaires

a) Archivistique

Les archives: notions générales et problèmes que peuvent poser leur sauvegarde, leur installation, leur conservation et leur utilisation particulièrement pour les bibliothécaires et les documentalistes, susceptibles de s'occuper d'archives en l'absence de spécialistes.

b) Documentation

Place de la documentation dans le monde - Définition. Historique, but. Stockage des documents: (sources documentaires, documentation "primaire" et "secondaire"), Bibliothèques et centres de documentation, musées, archives, cinémathèque ... Stockage des références documentaires (Fichiers répertoires, Fichiers auxiliaires) Enregistrement et recherche: Problèmes linguistiques - recherches documentaires, chaînes d'entrée, chaînes de recherche - organisation des centres de documentation - Principaux centres de documentation, coopération et coordination entre centres de documentation.

Culture Générale

1. Initiation à l'histoire littéraire

Etude de quelques grandes oeuvres de la littérature universelle. Introduction à la littérature contemporaine (africaine et européenne).

Entraînement à l'étude et au résumé de texte.

2. Initiation à l'histoire des idées, des sciences et des techniques

Etude de quelques grands moments de l'histoire de la pensée. Le mouvement des idées (contexte social économique et politique).

Initiation à la pensée africaine.

Histoire des découvertes scientifiques. L'évolution des sciences - Rôle de la science et de la technique dans la civilisation contemporaine.

3. Notions générales sur l'histoire des civilisations

Introduction à l'étude des civilisations. La civilisation occidentale. L'Europe socialiste. Les civilisations musulmanes, africaines et malgache. Les civilisations de l'Asie et de l'Océan Indien. Les civilisations américaines.

4. Histoire des arts d'Afrique

Cadres historiques et géographiques. L'art préhistorique.

L'artiste noir. L'art et la société.

Traits généraux de la sculpture négro-africaine.

Les autres formes d'art.

Les techniques.

5. Initiation au droit

Définition du droit - Les différentes branches du droit (Droit public - Droit privé) - Histoire du droit. Notions élémentaires sur les actes juridiques: Loi - Décret - Arrêté - Décision.

Ministre de l'Education nationale

Décret no 69.619 fixant les modalités d'attribution
du diplôme d'aptitude aux fonctions de bibliothécaire.

- - - -

LE PRESIDENT DE LA REPUBLIQUE

- VU la Constitution, notamment ses articles 37 et 65;
- VU l'Accord de Coopération en matière d'Enseignement supérieur entre la République française et la République du Sénégal signé à Paris le 15 mai 1964 et les conventions annexes;
- VU la loi no 67-45 du 13 juillet 1967 relative à l'Université de Dakar;
- VU le décret 67.1226 du 15 novembre 1967 portant statut de l'Université de Dakar;
- VU le décret 67.1235 du 15 novembre relatif à l'Ecole de Bibliothécaires, Archivistes et Documentalistes ayant statut d'Institut d'Université;
- VU le décret no 69.618 du 30 mai 1969 fixant la durée des études et le programme des enseignements de la section de bibliothécaires de l'Ecole de Bibliothécaires, Archivistes et Documentalistes ayant statut d'Institut d'Université;
- VU l'avis du conseil d'administration de l'Ecole de bibliothécaires, archivistes et documentalistes en date du 23 février 1968;
- La Cour Suprême entendue;
- Sur le rapport du Ministre de l'Education nationale;

D E C R E T E

Titre Ier - Dispositions générales

ARTICLE 1er

Le diplôme d'aptitude aux fonctions de bibliothécaires est délivré aux élèves ayant satisfait à l'examen prévu par le présent décret.

ARTICLE 2

L'enseignement en vue de ce diplôme est dispensé dans le cadre de la section de bibliothécaires de l'Ecole de Bibliothécaires, Archivistes et Documentalistes.

ARTICLE 3

Sont seuls admis à subir les épreuves de l'examen les candidats régulièrement inscrits à la préparation du diplôme et qui justifient de l'assiduité normale aux cours, travaux pratiques et stages.

ARTICLE 4

Le diplôme est délivré sous le sceau et au nom de l'Université de Dakar par le Recteur, Président du Conseil de l'Université.

.../Titre II

Titre II - Des épreuvesARTICLE 5

L'examen, portant sur le programme des deux années d'école, comporte trois épreuves écrites et pratiques et six épreuves orales.

ARTICLE 6

Les épreuves de l'examen sont organisées conformément au tableau ci-dessous.

EPREUVES	DUREE	NOTES ELIMI- NATOIRES	COEFFICIENT
<u>I. Epreuves écrites et pratiques</u>			
- Composition sur un sujet général relatif aux livres et aux bibliothèques	4 h	5	2
- Catalographie	4 h	5	2
- Bibliographie	4 h	5	2
<u>II. Epreuves orales</u>			
- Interrogation sur une question tirée au sort et portant sur l'organisation et l'administration des bibliothèques	30 mn		2
- Interrogation sur une question tirée au sort et portant sur la bibliographie	30 mn		2
- Interrogation sur une question tirée au sort portant sur l'histoire et les techniques du livre	30 mn		1
- Interrogation sur une question tirée au sort portant sur l'histoire des littératures et l'histoire des idées, des techniques et des sciences	30 mn		1
- Interrogation sur une question tirée au sort et portant sur l'histoire des civilisations et des arts d'Afrique	30 mn		1
- Interrogation sur une question tirée au sort et portant sur un des enseignements complémentaires.	30 mn		1

ARTICLE 7

L'examen a lieu chaque année à Dakar, au troisième trimestre de l'année universitaire à une date fixée par le conseil d'administration de l'Ecole.

ARTICLE 8

Les sujets des épreuves écrites sont choisis par le Directeur de l'Ecole sur proposition du conseil des professeurs. Chaque épreuve comporte un seul sujet.

.../Titre III

Titre III - Du juryARTICLE 9

Le jury de l'examen est désigné par le Recteur sur proposition du Directeur de l'Ecole. Il comprend, sous la présidence d'un conservateur de bibliothèque, des bibliothécaires universitaires et autres professeurs chargés de cours à l'Institut.

ARTICLE 10

Les épreuves écrites et pratiques sont obligatoirement soumises à une double correction de chacune des épreuves orales jugés par deux examinateurs. Dans les deux cas, la note définitive méritée par le candidat est établie d'un commun accord.

Titre IV - De l'admissibilitéARTICLE 11

Sont déclarés admissibles à l'examen les candidats qui, sans note particulière éliminatoire maintenue par le jury, après examen du dossier scolaire, ont obtenu une moyenne égale à 10/20. Les notes suivantes entrent dans la composition de cette moyenne:

1. les notes des épreuves écrites et pratiques avec leurs coefficients prévus à l'article 6;
2. la moyenne des notes des interrogations écrites et des devoirs surveillés de l'année (coefficient 2).

ARTICLE 12

Certains candidats pourront toutefois être déclarés admissibles après consultation de leur dossier scolaire et délibération du jury à condition:

1. que la moyenne de leurs notes aux épreuves écrites et pratiques soit au moins égale à 8/20;
2. qu'aucune de leurs notes aux épreuves écrites et pratiques ne soit inférieure à 5/20;
3. que le jury se prononce favorablement à l'unanimité.

Titre V - De l'admission définitiveARTICLE 13

Est définitivement admis, le candidat dont la moyenne des notes aux épreuves écrites, pratiques et orales est supérieure ou égale à 10/20.

ARTICLE 14

Des mentions sont attribuées après délibération du jury.

Mention passable pour les candidats dont la moyenne est inférieure à 12/20;

Mention assez bien quand la moyenne est comprise entre 12/20 (inclus) et 14/20;

.../Mention bien

Mention bien quand la moyenne des notes est comprise entre 14/20 et 16/20 (exclus);

Mention très bien lorsque la moyenne des notes sera égale ou supérieur à 16/20.

Une mention spéciale sera en outre attribuée à l'élève de la promotion dont la note moyenne supérieure à 14, sera la plus élevée.

ARTICLE 15

Le Ministre de l'Education nationale est chargé de l'exécution du présent décret qui sera publié au journal officiel.

Fait à Dakar le

Léopold Sédar SENGHOR

Ministère de l'Education nationale

Décret fixant la durée des études et le programme des enseignements de la section d'Archivistes de l'Ecole de Bibliothécaires, Archivistes et Documentalistes.

- - - -

LE PRESIDENT DE LA REPUBLIQUE

- VU la Constitution, notamment en ses articles 37 et 65;
- VU l'Accord de Coopération en matière d'enseignement supérieur entre la République du Sénégal et la République française signé à Dakar le 16 février 1970;
- VU la loi no 67-45 du 13 juillet 1967 relative à l'Université de Dakar, modifiée;
- VU le décret no 67-1235 du 15 novembre 1967 relatif à l'Ecole de Bibliothécaires, Archivistes et Documentalistes modifié;
- VU le décret no 70-1135 du 13 octobre 1970 portant statut de l'Université de Dakar;
- VU le décret no 71-299 du 16 mars 1971 pris en application des 6ème et 7ème alinéas de l'article 4 de la loi no 67-45 du 13 juillet 1967;
- VU le décret no 71-300 du 16 mars 1971 fixant la date d'entrée en vigueur de la réglementation prévue par le décret no 71-299 du 16 mars 1971;
- VU l'avis du conseil d'administration de l'Ecole de Bibliothécaires, Archivistes et Documentalistes en date du 17 juin 1971;
- VU l'avis du Conseil provisoire de l'Université de Dakar en sa séance du 7 juillet 1971;
- VU l'avis du Conseil de l'Enseignement supérieur en sa séance du 15 juillet 1971;

La Cour suprême entendue;

Sur le rapport du Ministre de l'Education nationale;

DECRETEARTICLE 1er

La durée des études à l'école de bibliothécaires, archivistes et documentalistes est fixée à deux ans. Pour la section d'archivistes, les enseignements sont répartis entre les deux années conformément aux dispositions du présent décret.

ARTICLE 2

Le passage des étudiants de première en seconde année est prononcé par le Directeur, après avis du corps enseignant constitué en jury et compte tenu de l'ensemble des notes et appréciations obtenues en cours d'année. Dans le calcul de la moyenne annuelle entre en ligne de compte la moyenne des notes de compositions de fin d'année.

.../En cas de résultats

En cas de résultats insuffisants, l'étudiant peut être exclu ou autorisé à redoubler par le Directeur de l'Ecole, après avis du corps enseignant constitué en jury.

L'exclusion doit autant que possible être assortie d'un conseil d'orientation.

ARTICLE 3

Les enseignements suivants sont dispensés au cours de la première année:

<u>DISCIPLINES</u>	<u>HORAIRES</u>
<u>Cours et travaux pratiques</u>	
Bibliographie générale	24 heures
Bibliothéconomie	30 "
Catalographie	36 "
Doctrine archivistique et histoire des archives	46 "
Initiation au classement et à l'inventaire	20 "
Histoire des institutions africaines de la période coloniale	40 "
Géographie historique de l'Afrique et cartographie	20 "
Langue étrangère	24 "
Dactylographie	24 "
<u>Culture générale</u>	
Initiation à l'histoire des idées, des sciences et des techniques	16 "
Notions générales sur l'histoire des civilisations	24 "
Histoire des arts d'Afrique	20 "
Initiation au droit	10 "
TOTAL	334 heures

ARTICLE 4

Les enseignements suivants sont dispensés au cours de la deuxième année:

<u>DISCIPLINES</u>	<u>HORAIRES</u>
<u>Cours et travaux pratiques</u>	
Gestion des documents, les archives vivantes et le préarchivage	50 heures
Documents et leur traitement aux archives	70 "

.../Protection

<u>DISCIPLINES</u>	<u>HORAIRES</u>
Protection physique des documents	40 heures
Administration des archives	70 "
Histoire des institutions	34 "
Disciplines historiques spécialisées	20 "
Bibliographie historique et africaine	14 "
Documentation	24 "
Sources orales	14 "
Droit	16 "

ARTICLE 5

Les enseignements sont complétés par des stages dont l'un sera effectué à temps plein au cours de la deuxième année, dans un service d'archives. Sa durée ne peut être inférieure à un mois.

ARTICLE 6

Les programmes des enseignements prévus aux articles 3 ou 4 figurent en annexe au présent décret.

ARTICLE 7

Le Ministre de l'Education nationale est chargé de l'exécution du présent décret qui sera publié avec son annexe au Journal officiel.

Fait à Dakar le

Léopold Sédar SENGHOR

Par le Président de la République

Le Premier Ministre

Abdou DIOUF

Le Ministre de l'Education
nationale

Assane SECK

Programme des Enseignements
de la Section d'Archives de l'E.B.A.D.

Description des cours

1. Bibliographie

Définition et genres des ouvrages de consultation. Initiation à la recherche.

- a) Bibliographie générale: bibliographie des bibliographies, bibliographie générale internationale, catalogues imprimés des bibliothèques et catalogues collectifs, bibliographies nationales et leur utilisation dans une bibliothèque, bibliographie de périodiques, encyclopédies, biographies.
- b) Bibliographies spécialisées et ouvrages de référence dans le domaine des sciences historiques.
- c) Bibliographie africaine.

2. Bibliothéconomie

Aspect sociologique - Les associations - La documentation professionnelle - Le bibliothécaire en tant qu'administrateur, les relations publiques - La recherche bibliothéconomique - La planification des bibliothèques.

3. Catalographie

Suivant les normes françaises de l'AFNOR: La notice catalographique, rédaction et disposition - Les ouvrages complexes - Le fichier alphabétique, intercalation - Le principe de l'indexage - Les index de noms, de sujets, indexage de périodiques et autres documents.- La rédaction de résumés analytiques.

4. Doctrines archivistiques et histoire des archives

a) La terminologie archivistique

Signification des concepts (archives, fonds, etc.) et des termes techniques (répertoires, fichier, élimination, etc.).

b) Les principes archivistiques

Histoire de la doctrine archivistique: juridisme, historicisme, conception moderne - Les papiers publics, le patrimoine documentaire national - Le principe du respect des fonds et ses conséquences. Les principes "accessoires" qui interviennent lors de l'application du principe de respect des fonds (provenance): appartenance territoriale principe de la "Registratur" (structure des services), chronologie, classement méthodique, classification décimale adaptée aux archives et autres systèmes.

.../c)

c) Le métier d'archiviste et l'éthique professionnelle

Rôle administratif et scientifique de l'archiviste (les archives et la recherche scientifique, place des archives dans l'administration publique). Travaux personnels de l'archiviste. Comparaison avec les métiers voisins (historiens, bibliothécaires, documentalistes).

d) Histoire des archives

Revue historique générale: antiquité, Moyen Age européen, les XVII^{ème} et XVIII^{ème} siècles, les institutions d'archives et l'essor de la recherche au XIX^{ème} siècle, le grand tournant du XX^{ème} siècle, les archives de l'époque contemporaine.

Histoire des archives en Afrique et rôle spécifique des archives dans les conditions du développement accéléré.

5. La gestion des documents, les archives vivantes et le pré-archivagea) Le concept du Records Management

Intervention de l'archiviste dans la gestion documentaire des administrations et services (conseiller et inspecteur). La pratique du Records Management en Europe, en Amérique, etc.

b) La gestion des documents au niveau des administrations

Constitution des dossiers, archives de service, archives inter-service, cotation, plans de classement.

c) Les techniques

"Régulation des naissances", normalisation de la production des documents, principes et normes techniques du triage et des éliminations au niveau des services.

d) Les centres de préarchivage

Utilité des centres de préarchivage (désencombrement des bureaux, sécurité et accessibilité des documents). Organisation et fonctionnement des centres de préarchivage. Versements au centre et transfert du centre aux Archives.

e) Problèmes spécifiques de la documentation mécanographique et électronique

Types de documents et d'équipements. Stockage. Possibilités de réutilisation.

Possibilités d'application des techniques de l'informatique au travail d'archives.

6. Les documents et leur traitement aux archivesa) Diplomatique moderne

Les différents types de documents (correspondance, état civil, matériel comptable et statistique, fonds judiciaires, fonds commerciaux et familiaux, etc.), fonds spéciaux: presse, radio-télévision, etc.

.../Méthodologie

Méthodologie des sciences humaines, possibilités d'exploitation des archives.

b) Les systèmes de classement

Les différentes entités archivistiques (dossiers, séries, etc. - pièces, articles, etc.) - Le respect des fonds et son application lors du classement - Le triage en cours de classement - Le plan de classement des archives - La cotation.

c) Les instruments de travail

Les différents types d'instruments de travail: enregistres du courrier, bordereaux du versement, répertoires, inventaires, index guides généraux et guides méthodiques, tables de concordance, forme des instruments de travail, textes et fichiers - La publication des instruments de travail.

d) Les archives imprimées (publications officielles)

Types et catégories des publications officielles - Le dépôt administratif - Classement, inventaire et conservation des archives imprimées. La bibliothèque administrative des archives.

e) Les documents de caractère spécial

Documents cartographiques: classement, inventaire, conservation - Documents iconographiques: dessins, photographies, cartes postales, estampes - Documents techniques: plans et dessins industriels - Documents audio-visuels modernes; disques, bandes sonores, films (classement, conservation, utilisation).

f) Le microfilmage et la reproduction documentaire

Les différentes utilités du microfilmage: référence, sécurité complément, publication, préservation, substitution et rationalisation administrative - Les différents types de microcopie: microfiches, microfilms, etc. La préparation des opérations de microfilmage. La conservation des microfilms - Les équipements techniques: appareils de prise de vue, laboratoires, appareils de lecture - Les procédés de reproduction établissant des copies directement lisibles.

7. La protection physique des documents

a) Les bâtiments

Economie générale des bâtiments d'archives - site, type de construction, articulation, normes de sécurité). Les problèmes spécifiques des pays tropicaux (température, humidité et sécheresse, termites; mesures de protection).

b) Les équipements

Équipement général du service et équipement des différents locaux: magasins, salles de tri et de classement, locaux administratifs, salles de lecture. Équipements pour le transport des documents.

c) La préservation

Les supports: papiers, encres, films, etc. Les agents de destruction:

.../manipulation

manipulation, facteurs climatiques, agents biologiques - La désinfection - Le conditionnement: cartons, liasses et paquets porteuvilles; meubles spéciaux.

d) La restauration

L'organisation et l'équipement des ateliers: formation des techniciens, agencement des locaux, budget, instruments et matériaux de restauration. Méthodes et techniques traditionnelles et modernes. La reliure, la confection des cartons.

8. L'Administration des archives

a) Législation, réglementation, organisation

Textes législatifs et réglementaires. Compétence et devoirs des archives de l'Etat. Le réseau des Archives: Archives nationales et régionales. Organisation et direction d'un service d'archives. Législation archivistique comparée. Délivrance des copies authentiques. Le répertoire permanent des attributions administratives. La planification des archives.

b) Personnel

Le statut du personnel, insertion dans la fonction publique. Le caractère scientifique des travaux archivistiques. La formation des archivistes et des différentes catégories du personnel.

c) L'utilisation des archives

Politique d'accès. Service du public: organisation des salles de lecture, service de renseignements pour les administrations et les particuliers. Centres de documentation au sein des services d'archives.

d) Les archives para-publiques et privées

Archives des collectivités locales, des notaires, des syndicats, des chambres de commerce, des entreprises économiques, des églises, des familles, etc. Le contrôle exercé par les Archives de l'Etat sur les archives para-publiques et privées. L'exportation des documents. Les acquisitions par voie extraordinaire: dons, dépôts, legs, achats.

e) Relations publiques

Bibliothèques d'usuels. Service éducatifs. Expositions. Activités de l'archiviste dans la vie culturelle nationale et locale.

f) Relation internationale

Le droit international d'archives. La coopération internationale et le Conseil international des Archives. La coopération régionale. Les systèmes d'archives des pays étrangers.

9. Histoire des institutions

a) Histoire de l'administration coloniale

Les administrations métropolitaines. Histoire des institutions centrales chargées de l'administration des colonies, rapports

administratifs, économiques et culturels entre la métropole et les colonies. Les archives métropolitaines relatives aux colonies.

Les institutions mises en place dans les colonies. Division administratives-territoriales. Pouvoir exécutif: hiérarchie et fonctionnement des institutions chargées de l'administration des colonies. Assemblée. Justice. Organisations politiques et sociales (partis, syndicats). Les réformes constitutionnelles ayant précédé l'accession à l'indépendance (Parlements, Gouvernements). Les archives des administrations coloniales.

b) Histoire des institutions "autochtones"

Institutions avant l'ère coloniale: pouvoir politique, structures familiales et tribales, institutions religieuses.

Institutions autochtones subsistant pendant l'ère coloniale: l'insertion des institutions traditionnelles dans le système de l'administration coloniale (religion, justice coutumière, notables) et les transformations, intervenues pendant l'ère coloniale.

Sources concernant les institutions "autochtones".

c) Système institutionnel depuis l'Indépendance

10. Géographie historique de l'Afrique et cartographie

Géographie linguistique, migrations. Empires et Etats africains avant la colonisation. Pénétration arabe et rapports avec l'Orient. Implantation des comptoirs et postes européens. Colonisation et partage de l'Afrique. Géographie politique et économique de l'Afrique depuis l'Indépendance. Cartographie historique de l'Afrique.

11. Disciplines historiques spécialisées

Leçons d'orientation sur les sciences auxiliaires traditionnelles (diplomatie, paléographie, sigillographie, etc.) ainsi que sur la statistique, la démographie, l'ethnologie; l'archéologie et la folkloristique. Objets et méthodes de ces disciplines avec références particulières à l'Afrique.

12. Documentation

Place de la documentation dans le monde. Définition. Historique, but, stockage des documents: sources documentaires, documentation "primaire" et "secondaire". Bibliothèques et centres de documentation, musées, archives, cinémathèques. Stockage des références documentaires (fichiers répertoires, fichiers auxiliaires). Enregistrement et recherches.

Problèmes linguistiques - recherches documentaires - chaînes d'entrée - chaînes de recherche - organisations des centres de documentation. Principaux centres de documentation, coopération et coordination entre centres de documentation.

.../13

13. Sources orales

Méthodes et techniques de la collecte, de la conservation et du traitement archivistique des enregistrements et des transcriptions des sources orales - traditions historiques, coutumes juridiques, rites, etc.

14. Droit

Définition du droit. Les différentes branches du droit: droit public, droit privé. Histoire du droit. Notions élémentaires sur les actes juridiques: loi, décret, arrêté, décision.

Droit administratif. Méthodologie et modes de gestion des services publics. Technique et science administratives.

Culture Générale1. Initiation à l'histoire des idées, des sciences et des techniques

Etude de quelques grands moments de l'histoire de la pensée. Le mouvement des idées (contexte social, économique et politique). Initiation à la pensée africaine. Histoire des découvertes scientifiques. L'évolution des sciences. Rôle de la science et de la technique dans la civilisation contemporaine.

2. Notions générales sur l'histoire des civilisations

Introduction à l'étude des civilisations. La civilisation occidentale. L'Europe socialiste. Les civilisations musulmanes, africaines et malgaches. Les civilisations de l'Asie et de l'Océan Indien. Les civilisations américaines.

3. Histoire des arts d'Afrique

Cadres historiques et géographiques. L'art préhistorique. L'artiste noir. L'art et la société. Traits généraux de la sculpture négro-africaine. Les autres formes d'art. Les techniques.

République du Sénégal

Un Peuple - Un But - Une Foi

9 novembre 1971 - 711205

Ministère de l'Education nationale

Décret fixant les modalités d'attribution du
diplôme d'aptitude aux fonctions d'archivistes.

- - - -

LE PRESIDENT DE LA REPUBLIQUE

- VU la Constitution, notamment en ses articles 37 & 65;
- VU l'accord de coopération en matière d'enseignement supérieur entre la République du Sénégal et la République française signé à Dakar le 16 février 1970;
- VU la loi no 67-45 du 13 juillet 1967 relative à l'Université de Dakar, modifiée;
- VU le décret no 67-1235 du 15 novembre 1967 relatif à l'Ecole de Bibliothécaires, Archivistes et Documentalistes modifié;
- VU le décret no 70-1135 du 13 octobre 1970 portant statut de l'Université de Dakar;
- VU le décret no 71-299 du 16 mars 1971 pris en application des 6ème et 7ème alinéas de l'article 4 de la loi no 67-45 du 13 juillet 1967;
- VU le décret no 71-300 du 16 mars 1971 fixant la date d'entrée en vigueur de la réglementation prévue par le décret no 71-299 du 16 mars 1971;
- VU le décret no 71-1204 du 9 novembre 1971 fixant la durée des études et le programme des enseignements de la section d'archivistes de l'Ecole des Bibliothécaires, Archivistes et Documentalistes;
- VU l'avis du Conseil d'administration de l'Ecole des Bibliothécaires, Archivistes et Documentalistes en sa séance du 17 juin 1971;
- VU l'avis du Conseil provisoire de l'Université de Dakar en sa séance du 7 juillet 1971;
- VU l'avis du Conseil de l'Enseignement Supérieur en sa séance du 15 juillet 1971;

La Cour Suprême entendue;

Sur le rapport du Ministre de l'Education nationale;

D E C R E T ETitre I - Dispositions généralesARTICLE 1er

Le diplôme d'aptitude aux fonctions d'archiviste est délivré aux élèves ayant satisfait à l'examen prévu par le présent décret.

.../ARTICLE 2

ARTICLE 2

L'enseignement en vue de l'obtention de ce diplôme est dispensé dans le cadre de la section d'archivistes de l'Ecole de Bibliothécaires, Archivistes et Documentalistes.

ARTICLE 3

Sont seuls admis à subir les épreuves de l'examen les candidats régulièrement inscrits à la préparation du diplôme et qui justifient de l'assiduité normale aux cours, travaux pratiques et stages.

ARTICLE 4

Le diplôme est délivré sous le sceau et au nom de l'Université de Dakar par le Recteur, Président de l'Assemblée de l'Université.

Titre II - Des EpreuvesARTICLE 5

L'examen portant sur le programme des deux années d'école, comporte trois épreuves écrites et pratiques et six épreuves orales.

ARTICLE 6

Les épreuves de l'examen sont organisés conformément au tableau ci-dessous:

<u>EPREUVES</u>	<u>DUREE</u>	<u>NOTESSEELIMI- NATOIRES</u>	<u>COEFFICIENT</u>
<u>Epreuves écrites et pratiques</u>			
Composition sur un sujet général relatif aux archives	4 h	5	2
Inventaire analytique d'un dossier	4 h	5	2
Connaissance des sources et de l'histoire des institutions	4 h	5	2
<u>Epreuves orales</u>			
1. Interrogation sur une question tirée au sort et portant sur l'administration des archives et sur le préarchivage	30 mn		2
2. Interrogation sur une question tirée au sort et portant sur la doctrine archivistique et l'histoire des archives	30 mn		1
3. Interrogation sur une question tirée au sort et portant sur la protection physique des documents	30 mn		1
4. Interrogation sur une question tirée au sort et portant sur l'histoire des institutions en Afrique	30 mn		2

.../5. Interrogation

<u>EPREUVES</u>	<u>DUREE</u>	<u>NOTES ELIMI- NATOIRES</u>	<u>COEFFICIENT</u>
5. Interrogation sur une question tirée au sort et portant sur l'histoire des idées, des sciences, des techniques, des civilisations et des arts	30 mn		1
6. Interrogation sur une question tirée au sort et portant sur la bibliographie et la documentation	30 mn		1

ARTICLE 7

L'examen a lieu chaque année, au cours du troisième trimestre de l'année universitaire à une date fixée par le Conseil d'Administration de l'Ecole.

ARTICLE 8

Les sujets des épreuves écrites sont choisis par le directeur de l'Ecole sur proposition du Conseil des professeurs. Chaque épreuve comporte un seul sujet.

Titre III - Du JuryARTICLE 9

Le jury de l'examen est désigné par le Recteur sur proposition du Directeur de l'Ecole. Il comprend, sous la présidence d'un conservateur d'archives, un administrateur, et des professeurs chargés de cours à l'Institut.

ARTICLE 10

Les épreuves écrites et pratiques sont obligatoirement soumises à une double correction et chacune des épreuves orales jugée par deux examinateurs. Dans les deux cas, la note définitive méritée par le candidat est établie d'un commun accord.

Titre IV - De l'AdmissibilitéARTICLE 11

Sont déclarés admissibles à l'examen les candidats qui, sans note particulière éliminatoire maintenue par le jury, après examen du dossier scolaire, ont obtenu une moyenne au moins égale à 10/20.

Les notes suivantes entrent dans la composition de cette moyenne:

1. Les notes des épreuves écrites et pratiques avec leurs coefficients prévus à l'article 6.
2. La moyenne des notes des interrogations écrites et des devoirs surveillés de l'année (coefficient 2).

ARTICLE 12

Certains candidats pourront toutefois être déclarés admissibles

.../après consultation

après consultation de leur dossier scolaire et délibération du jury à condition:

1. que la moyenne de leurs notes aux épreuves écrites et pratiques soit au moins égale à 8/20;
2. qu'aucune de leurs notes aux épreuves écrites et pratiques ne soit ~~pas~~ inférieure à 5/20;
3. que le jury se prononce favorablement à l'unanimité.

Titre V - De l'Admission Définitive

ARTICLE 13

Est définitivement admis, le candidat dont la moyenne des notes aux épreuves écrites, pratiques et orales est supérieure ou égale à 10/20.

ARTICLE 14

Des mentions sont attribuées après délibération du jury:

Mention passable: pour les candidats dont la moyenne est inférieure à 12/20;

Mention assez bien: quand la moyenne est comprise entre 12/20 (inclus) et 14/20 (exclus);

Mention bien: quand la moyenne des notes est comprise entre 14/20 (inclus) et 16/20 (exclus);

Mention très bien: lorsque la moyenne des notes est égale ou supérieure à 16/20;

Une mention spéciale est en outre attribuée à l'élève de la promotion dont la note moyenne supérieure à 14 est la plus élevée.

ARTICLE 15

Le Ministre de l'Education nationale est chargé de l'exécution du présent décret qui sera publié au Journal officiel.

Fait à Dakar le

Léopold Sédar SENGHOR

Par le Président de la République
Le Premier Ministre

Abdou DIOUF

Le Ministre de l'Education
nationale

Assane SECK

A N N E X E "E"

Statistiques des inscriptions à l'Ecole de Bibliothécaires,
Archivistes et Documentalistes de l'Université de Dakar,
pour les années 1968-1972.



Année Universitaire 1968/1969

Nombre total des inscrits: 24

Par nationalité: 4 Burundi

1 Mali

1 Cameroun

1 Niger

1 Mauritanie

4 France

1 Guinée Bissao

14 Sénégal

Nombre d'admis en deuxième année: 8

Nombre admis à redoubler la 1ère année: 1

Nombre d'étudiants en 1ère année: 18

Nombre d'étudiants en 2ème année: 6

Boursiers

FAC & Sénégal: 7

AUPELF - FICU: 2

Diplômes durant l'année universitaire 1968/1969: 7

Année Universitaire 1969/1970

Nombre total des inscrits: 27

Par nationalité: 1 Guinée Bissao

1 Mali

2 Cameroun

1 Togo

2 Brazzaville

1 Haute Volta

2 Kinshasa

1 Mauritanie

.../1 Canada

1 Canada
 1 Rwanda
 1 France
 1 Côte d'Ivoire
 12 Sénégal

Nombre d'admis en deuxième année: 8

Nombre d'admis en 1ère année: 19

Boursiers

FAC & Sénégal: 6

AUPELF - FICU: 9

Diplômes durant 1'année universitaire 1969/1970: 3

Année Universitaire 1970/1971

Nombre total des inscrits: 44

Par nationalité: 3 Haute Volta

1 France
 3 Brazzaville
 4 Mali
 1 Rwanda
 2 Canada
 2 Cameroun
 9 Côte d'Ivoire
 4 Kinshasa
 15 Sénégal

Nombre d'admis en deuxième année: 16

Nombre admis à redoubler la 1ère année: 3

1ère année: 23

2ème année: 19

Boursiers

FAC & Sénégal: 8

AUPELF - FICU: 12

UNESCO: 1

Diplômes durant l'année universitaire 1970/1971: 14

Année Universitaire 1971/1972

Nombre total des inscrits: 54

Par nationalité: 1 Burundi

2 Cameroun

1 Canada

5 Congo Brazza

6 Côte d'Ivoire

1 France

1 Gabon

7 Haute Volta

3 Madagascar

3 Mali

1 Niger

17 Sénégal

5 Togo

Nombre d'admis en deuxième année bibliothèque: 21

Nombre d'admis à redoubler la 1ère année: 1

Nombre d'admis en deuxième année d'archives: 5

Nombre d'admis à redoubler la 1ère année: 3

Bibliothèque: 1ère année: 22

2ème année: 13

Archives: 1ère année: 9

2ème année: 7

Boursiers

FAC & Sénégal: 26

AUPELF: 9

UNESCO: 1

Diplômes durant l'année universitaire 1971/1972:

Section bibliothèque: 11

Section archives: 7

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A P P E N D I X "F"

Qualifications for admission, schemes of examinations and syllabi of the University of Ghana Department of Library Studies.

1. Certificate in Librarianship
2. Post-Graduate Diploma in Library Studies
3. M.A. in Library Studies



1. Certificate in Librarianshipa) Qualifications for Admission

To be admitted to the Certificate Course in Librarianship, candidates must:

1. preferably have had at least two years experience working in an approved library;
2. be supported by their library authority;
3. have a good general education with at least 5 G.C.E. 'O' level passes including English;
4. satisfy the examiners at an entrance examination.

b) Scheme of Examination

The examination for the Certificate in Librarianship shall comprise six 3-hour papers in the following:

1. Introduction to librarianship;
2. Introduction to the administration of small libraries;
3. Mechanical preparation of library materials;
4. Use of classification and catalogues;
5. Public relations;
6. General office administration.

c) Syllabus(i) Introduction to librarianship

Purpose and functions of libraries. Type of library materials (description and purpose of each type). Library organization and internal structure. Library users and their needs. Librarians' duties and responsibilities. Certificate holders; other library workers: their duties and responsibilities.

(ii) Introduction to the administration of small libraries

General organization of small libraries: school, departmental, special and governmental libraries and reading rooms and branches of public libraries. Library reports, manuals and statistics. Special problems (indexing, translations, etc.)

.../(iii)

(iii) Mechanical preparation of library materials

Sources and method of acquisition. Identification. Control of receiving of monographs. Serials handling and records. Acquisition by gift and exchange. Accessioning, additions. Order files. Book preparation: inspection, property stamps, mounting. Book preservation: conditioning for the tropics, binding, repairs, cleaning, good housekeeping. Shelving. Inventory. Elements of circulation systems. Description of selected systems. Registration of users. Reserve books. Overdues and fines. Charging and discharging procedures.

(iv) Use of classification and catalogues

Introduction to classification. Introduction to cataloguing. Description of an item. Basic elements and layout of entry. Simple cataloguing: alphabetizing, filing. Filing rules. Shelf listing. Added entries. Authority files. Withdrawals. Preparation of cards. Copying from printed catalogues. Ordering of printed cards.

(v) Public relations

Reader-Librarians relationship. Major bibliographic tools and their use. Directional type enquiry. Information type enquiry. Interpretation of catalogues. Displays. Special services in libraries. Nuisance control: e.g. noise, misuse of materials, fire, etc. Mobile unit.

(vi) General office administration

Ordering of office supplies and equipment. Operation and maintenance of office equipment and machines (telephone, telex, adding machines, duplicating machines). Use of punched cards. Correspondence. Maintenance of general files (mailing addresses, registers, etc.). Basic book-keeping. Office routine, efficiency and control. Typing.

2. Post-Graduate Diploma in Library Studies

a) Qualifications for Admission

Candidates who wish to be considered for admission must have obtained a first degree of the University of Ghana or an equivalent degree of another University approved for the purpose.

b) Scheme of Examination

The examination for the Diploma in Library Studies shall comprise five 3-hour papers in:

1. Library administration;
2. Library in society;
3. Technical services;
4. Services to readers;
5. Choice of:
 - i. Book production and publishing,
 - or ii. Special services, or
 - iii. Special libraries, or
 - iv. Special subject;
- and 6. Practical Examination;
- and 7. A bibliography or other approved project to be submitted by the first day of May in the year of the examination. An extension of up to six months may be granted, on application, by the Faculty Board.

c) Syllabus

(i) Library administration

Principles and concepts of administration and their application to libraries. Functions and organization of libraries. Library building. Library co-operation. Library standards. Cost analyses.

(ii) Library in society

History of library development with special emphasis on Africa. Reading and literacy problems. Library legislation. Mass media and libraries. Professional associations. Informational, educational and

.../recreational

recreational aspects of librarianship. Sociology and economics of library services. Other factors in library development.

(iii) Technical services

Acquisition of library materials. Cataloguing, classification and indexing: their history, functions, use and practice. Circulation and its application to library operations. Storage, manipulation and retrieval of information. Systems analysis of library processes.

(iv) Services to readers

Library materials as sources of information. Organization of reference services. Methods of guiding readers and their research. Selection and building of library collections. (Noted Africana collections). Systematic bibliography: theory and practice. Compilation of a comprehensive bibliography on a subject of the student's own choice.

(v) Choice of one:

1. Book production and publishing

Development of the book form. Printing and printing processes. Modern publishing and book distribution practices. Economic, social and literary factors of publishing.

2. Special services

Special services to the library users, such as services for the blind, hospitals or children's work in libraries.

3. Special libraries

Development of special libraries. Objectives of special libraries. Methods and problems of operation. Types of special libraries. Scientific documentation.

4. Special subject field

Techniques of selection. Criticism and use of materials in selected subject fields.

(vi) Practical examination

Cataloguing, classification, indexing, abstracting and bibliographical work.

3. M.A. in Library Studiesa) Qualifications for Admission

To be admitted to the M.A. Course in Library Studies candidates must:

1. have obtained the Post-graduate Diploma in Library Studies or its equivalent;
2. have passed an interview conducted by the Department of Library Studies.

b) Scheme of Examination

- (i) three 3-hour papers;
- (ii) a dissertation of normally not less than 20,000 words. The subject of the dissertation shall be submitted by the first day of May in the year of the examination. An extension of up to six months may be granted, on application, by the Faculty Board.

c) Syllabus(i) Library administration

1. The librarian as administrator in a complex organisation;
2. Objectives and objective formulation in libraries;
3. Evaluation and measurement of library services;
4. Library resources in Ghana;
5. Library finance and budgetary control.

(ii) Comparative librarianship

1. Libraries in the developed countries;
2. Libraries in Sub-Saharan Africa;
3. Foreign involvement in African libraries;
4. International library cooperation;
5. International library standards.

(iii) Classification and cataloguing

1. History of classification;
2. History of cataloguing;
3. Theory of classification;
4. Theory of cataloguing;
5. Special problems in classification and cataloguing.

(iv) Library research

1. Communication processes;
2. Research methods in libraries;

3. Social and political aspects of librarianship;
4. Impact of technology of information organization;
5. Library as resource centre.

(v) Information science

1. Literature and reference needs of scientists;
2. Functions and effectiveness of abstracting and indexing services;
3. Organization of information for storage and research;
4. Library responsibility for improved information service;
5. Design of information systems.

A P P E N D I X "G"

- Syllabi of the courses leading to the Certificate in Library Studies and to the Postgraduate Diploma in Librarianship at the Department of Library Studies, Faculty of Education, University of Ibadan.
- Syllabus of the second year of the course leading to the Diploma in Library Studies.

Syllabus of Course Leading to Certificate
in Library Studies

Paper I Libraries and Society

- (a) Introduction to librarianship
- (b) functions of the library in society
- (c) interrelationship of libraries with other agencies in community
- (d) social problems and trends affecting the library
- (e) library service in developing countries
- (f) organizational patterns of libraries - national, public, university, special and educational libraries.

Paper II Knowledge and use of library resources

- (a) Library resources
- (b) reference works
- (c) current bibliographical aids
- (d) preparation of book lists and reading lists
- (e) special types of material - maps, documents, books for the blind, audio-visual aids, etc.
- (f) assistance to readers.

Paper III Classification and cataloguing (Theory and Practical)

- (a) Introduction to classification systems
- (b) introduction to cataloguing and kinds of catalogues
- (c) author, title and subject entries, references
- (d) filing rules.

Paper IV Library routines (Theory and Practical)

- (a) Acquisition - ordering and receipt of books and serials; gifts and exchanges
- (b) processing - book preparation, binding and repairs
- (c) circulation and control - charging systems, general records, over-dues, reservations, statistics, shelving
- (d) reference - inter-library loans, publicity and display
- (e) use and operation of audio-visual equipment.

Syllabus of Course Leading to Postgraduate
Diploma in Librarianship

Paper I Historical, social, economic and administrative
background of libraries

1. Historical Background
Library history, with special reference to library development in Africa.
2. Social background
Contemporary social setting; communications; purpose of libraries; intellectual freedom; librarianship; professional organizations.
3. Economic background
Libraries and governments; national libraries and the mobilization of resources; library as producer of services; factors in production; supply and demand.
4. Administrative theory and its application to libraries
Authority; leadership; planning; determining objectives and policies; organizing; controlling.
5. Aspects of library administration
Legislation; government of libraries; finance; budgeting; accounting; cost analysis; departmentation and services; staff management; classification and grading; recruitment and selection; stock control; reporting; records; statistics; representing; guides; publicity; exhibitions; planning the library building; fittings and equipment.
6. Comparative librarianship
Organizational patterns of library systems with special reference to Europe, America and Africa; education for librarians and documentalists.

Paper II Book arts

1. Printed book
Earliest forms of book; mechanization of printing; book production and universal education; modern printing presses; lithography; illustration methods; paper; stages in book production; the author; copyright; publisher and his work; publication of newspapers and journals; the book-seller; library printing units and near-print publications.

.../2

2. Reprography

Photographic processes including microforms; non-photographic processes, silk screen, spirit, gelatine-dye-transfer; diffusion-transfer-reversal; thermographic and electrostatic processes.

3. Binding processes and the library

Method and practice in binding; repairing books; standards; materials; equipment; economics and organization of bindery; binding of periodicals.

Paper III Bibliography and readers' services1. Reference and bibliography tools

Construction and use of encyclopaedias; yearbooks; handbooks; directories; dictionaries; bibliographies; atlases and gazetteers; organization and use of government publications and serials.

2. Literature and bibliographic organization of major disciplines

Definition and scope; principles of book selection; reference books and bibliographic tools in science and technology and EITHER social sciences OR humanities; bibliographic control; documentation; mechanized storage and information retrieval; indexing and abstracting services; activities of national and international organizations in various subject fields; sources for African studies; Nigerian bibliography; compilation of bibliographies.

3. Readers' services

Definition of reference services; reference methods and techniques; readers' advisory services; extension services; local history collections; information services; library cooperation, national and international.

Paper IV Technical services: theoretical1. Acquisition

Relation of acquisition to book selection; determining acquisition policies; sources of library materials; ordering and receiving library materials: exchanges, gifts and deposits.

2. Cataloguing

Forms and kinds of catalogue; author headings; descriptive cataloguing; cataloguing codes and rules; subject cataloguing; indexing; filing; catalogue use; administration of cataloguing departments; staffing; flow of work; mechanization; cataloguing costs; cataloguing schemes in West Africa.

3. Classification

Theory and principles of classification; subject analysis and Ranganathan's formula; application of formula to construction of classification schemes; general and special schemes; comparative study of major schemes; classification problems in West African libraries.

4. Preservation and control of library materials

Housing and preservation of library materials in West Africa; circulation control; charging systems; inter-library loans; discarding.

Paper V Technical services: practical1. Acquisition

Practical application of acquisition methods for various types of library.

2. Cataloguing

(i) Selection of headings and descriptive cataloguing for book and non-book materials with variation in detail appropriate to various types of library.

(ii) Subject cataloguing for dictionary and classified catalogues.

3. Classification

Classification of given titles by a specified scheme.

Paper VI Special subject

An option of one subject will be made from the following:

- (a) University libraries
- (b) Public libraries
- (c) School and education libraries
- (d) Special libraries.

Each course will be concerned with the administration and services provided by each of the named types of libraries with special reference to the problems of tropical Africa.

The outline syllabus for each course will be identical but the emphasis placed upon different sections will vary in the different options. Students are encouraged to attend lectures for all options.

.../Outline syllabus

Outline syllabus, Special subjects a, b, c, and d

1. Purpose
Clientèle, objectives; modifying factors; censorship.
2. Legislation and government
Boards and committees; powers and responsibilities of the librarian.
3. Organization and departmentation
Administration; technical services; readers' services; special services.
4. Staff
Management; classification and grading; recruitment and policies; evaluation of collection; subordinate collections; reference and information services.
6. Building, fittings and equipment
Programming and planning; extensions; fittings and equipment.
5. Collection and exploitation
Book and non-book materials; selection and acquisition policies; evaluation of collection; subordinate collections; reference and information services.
7. Mechanization
8. Standards
9. Development in Africa with special reference to Nigeria.

Syllabus of Second Year
of the Course Leading to the Diploma in Library Studies

Paper I Administration

Students are required to take one of the following:

Administration of Public Libraries: standards, organisation, finance, personnel and collection development and services.

Administration of School and Education Libraries: standards, organisation, finance, personnel and collection development and services.

Administration of National and State Libraries: standards, organisation, finance, personnel and collection development and services.

Administration of University Libraries: standards, organisation, finance, personnel and collection development and services.

Paper II Book Arts

History of Books and Printing

Reprography

Paper III Bibliographic Control and Organisation

Bibliography and Bibliographic Control: deposit laws, national bibliographic centres and services, indexing and documentation centres.

Sources for African Studies: library development and bibliographic control in Africa, African studies - sources, Institute of African Studies and Publications.

Literature and Bibliographic Organisation of Science and Technology: nature of subjects, scope, bibliographic organisation and devices for control, some documentation centres - IAI, ERIC, CIDESSA, CARDANS, HRAF.

Literature and Bibliographic Organisation of the Humanities: nature of subject, scope, bibliographic organisation and control, some documentation centres.

.../Paper IV

Paper IV Bibliography

Compilation of a Bibliography: purpose, procedure and techniques, preparation of a bibliography - submission of a paper.

Classification and Cataloguing

Paper V Classification and Cataloguing - Theory: study of schemes, subject cataloguing, cataloguing - purpose, codes, types of catalogue, special materials.

Paper VI Classification and Cataloguing - Practical: use of classification schemes and cataloguing codes, subject cataloguing, filing.

Paper VII Subject Study:

African Literature in English

or

African History

or

two units in any course at the 100 level for which they are qualified.

A P P E N D I X "H"

- Syllabus of the Library Assistant's Certificate Course
in Library Studies, East African School of Librarianship.
- Coverage of proposed Library Assistant's Certificate
Course and Revised Syllabus, East African School of
Librarianship.
- Syllabus of the Diploma Course, East African School of
Librarianship.
- Revised Syllabus for the Diploma in Librarianship, East
African School of Librarianship.

Syllabus of the Diploma Course in Librarianship

I. LIBRARIES IN THEIR SOCIAL SETTING

- (a) Historical growth in major countries.
- (b) Types of libraries and their purposes. Legal, governmental and financial basis of different types of libraries - legal deposit.
- (c) Services to special groups: (i) New literates in vernacular. New literates in English - including rudiments of teaching English. Rural readers - historical survey and developments of mobile libraries. (ii) Aged and disabled, prisons, hospitals, police and armed forces. (iii) Children and schools: Children's departments in public libraries. Organisation, administration, planning, equipment, advisory work with children, extension work with children. School libraries; relations with teachers. Co-operation between school and public libraries. Instruction course for guidance of teachers in charge of school libraries.
- (d) Library co-operation. Inter-library loans.
- (e) Survey of new developments, particularly in Africa.

II. MANAGEMENT OF LIBRARIES

- (a) General principles of organisation and management; committees; reports; basic routines; estimating and financial control; long-term planning.
- (b) Staffing: selection of staff; training; library education; personnel management; unions; staff associations; professional organisations; staff structure; duties; responsibilities, salaries.
- (c) Planning: siting; relations with architect; preparation of brief; space relationships; reading plans; functions of sketch plans and working drawings; work in progress. Furniture design and preparation of furniture schedules. Equipment.
- (d) Arrangement of stock; subject departments, reference collections.

.../(e)

- (e) Circulation work: charging methods, registration of readers, overdues, lost books, fines, reservations in public, academic and special libraries, methods of communication.
- (f) Extension activities: encouragement of reading - exhibitions, lectures, study circles, etc. Displays and booklets.

III. CLASSIFICATION

Historical survey of classification and its principles. Review of general schemes (Dewey, LC, UDC, Bliss, faceted classification) and selected special schemes. Special study of a selected classification scheme e.g. Dewey, including practical work. Special adaptations for Africa of classification schemes.

IV. CATALOGUING

Historical survey of cataloguing and its principles. Comparison of cataloguing rules. Different types of catalogues in relation to the needs of different libraries. (e.g. card, sheaf, etc.) Detailed study of the Anglo-American rules including practical work for different forms of catalogues. (e.g. dictionary, classified.) Unit cards. Printed and computerised catalogues. Principles of indexing and filing, including practical work. Union catalogues. Co-operative acquisition and storage.

V. BIBLIOGRAPHY AND REFERENCE MATERIALS

- (a) Books: Historical and technical aspects. Historical survey of the growth of papermaking, printing, reprography, illustrations and binding covering major technical innovations and their social implications. Book production today - major trends and possible future developments. Historical survey of the book trade and its present structure (including second-hand book trade). Copyright law in major book producing countries and Africa. Printing, publishing and distribution in Africa. Literature Bureaux. Repairs and binding of books and periodicals. Special problems of care and maintenance in tropical conditions.
- (b) Descriptive Bibliography: Aims and methods of descriptive bibliography. General study of bibliographies and reference books including universal and national bibliographies. Development of national bibliographies in newly developing countries.

.../(c)

- (c) Language Study: Basic French, German and Swahili. Recurring elements in titles of books and periodicals (e.g. Thèse, traité, Zeitschrift, Archiv).
- (d) Book Acquisition: Principles of book selection for different groups and in different libraries with particular emphasis on the problems caused by multilingual societies. Book selection methods. Censorship. Procedures for acquisition by purchase, exchange and gifts for books and periodicals. Book processing including centralised systems. Maintenance of stock - stocktaking and editing.
- (e) General reference work and relations with readers.
- (f) Information Desk, quick-reference works, publicity services (bulletins, accession list, etc.).
- (g) Subject Bibliography: Elective choice e.g. Science, Technology, Social Sciences, Humanities, Children's Literature.

VI. THE INDIVIDUAL PROJECT

A detailed descriptive account of a theme within the curriculum of the Diploma, or a compilation of a bibliography. The subject of the project is elective, and chosen in consultation with the Director and staff of the School. The project is intended to show exact and patient study and the student is expected to work under the direction of a Supervisor.

Syllabus of the Library Assistant's Certificate Course
in Library Studies

I. INTRODUCTION

- A. Basic terminology of the parts of the book.
- B. Types of books with a description of the standard of each type; fiction; outlines; textbooks; encyclopaedias; dictionaries; atlases; land gazetteers; year books; periodicals; government publications; international institutions' publication; national and international statistics.
- C. Types of libraries; aims and scope of various types of libraries - universal; national (Depository); university; special; public; school.

II. CLASSIFICATION AND CATALOGUING

A. Classification

- (1) Basic introduction: Why we classify library materials; principles and terms of theoretical classification; factors other than the subjects which affect the arrangement of stock; alphabetical subject classification and its problems; advantages of a systematic classification of stock.
- (2) Special features of bibliographical classifications: General class; form classes; form divisions; notation (the need for a notation and its uses, mnemonics, types of notation, criteria of a good notation, notational flexibility especially in integer and decimal notations, author marks) index (specific and relative).
- (3) The Decimal Classification: Introduction to the scheme, noting its history and development and its most important features (notation and index); 1st, 2nd, 3rd summaries; form divisions; numbers divided like other numbers, a study of each class in turn, especially those authorised by Dewey; weaknesses of the scheme.

.../(4)

- (4) Arrangement and display and some special classification problems: Broken order and parallel classifications; display, guiding the library; classification of fiction; classification in children's libraries; a brief introduction to the principles of faceted classification and information retrieval.

B. Cataloguing

- (1) Basic introduction: What a catalogue is and why a library needs one; what kind of catalogue (dictionary, classified, etc.) is most suitable and useful; the entries and references needed in different types of catalogues; the composition of the main entry.
- (2) Principles and codes of rules: Determining authorship and what form of name to adopt; a general introduction to the A.A.C.R.; a study of the most important rules, making examples of each; corporate authorship; title entries; imprint; collation; contents note; annotation; analytical entries; series entries; the types of subject entries in a dictionary catalogue; the classified catalogue indexes (including the principles of chain indexing); lay-out of entries, punctuation, etc.
- (3) Forms of catalogue and arrangement of entries: word-by-word and letter-by-letter orders; the rules (in a dictionary catalogue) for arranging authors, simple and compound subjects, titles, etc. in the sequence; physical forms of catalogues.
- (4) Cataloguing practice: simplified and selective cataloguing; centralised and cooperative cataloguing; union catalogues.

III. DESCRIPTIVE BIBLIOGRAPHY AND REFERENCE BOOKS

A. Descriptive bibliography

- (1) Aims and methods of descriptive bibliography.
- (2) Description of a number of important bibliographies as examples of different categories of bibliographies; practical exercises in the use of them.

B. Reference books

- (1) Explanation of the scope and use of reference books, and quick reference collections.

.../(2)

- (2) Description of a number of important reference books as examples of different categories of reference books; practical exercises in the use of them.

IV. LIBRARY ADMINISTRATION AND ROUTINES

- A. Basic introduction; The function and value of the library profession. The 3 main components of a library: (1) Staff (including qualities, delegation of responsibility, training, etc.), (2) Books (ordering of books and other material and recording their receipt), (3) Readers and their registration.
- B. Handling the stock: The processes through which a book passes from receipt to shelves; the treatment of special material - pamphlets, maps, illustrations, press cuttings, trade catalogues, films, sound recordings, microcopies, slides.
- C. Library services: The function and value of public libraries, with special reference to the UNESCO Public Library Manifesto; the development of library services in East Africa; the government, control and finance of libraries; co-operation between libraries; standards of services; the organization of a centralised public library service.
- D. Library Departments: Lending, Reference and Children's Departments and Reading Rooms; Local Collections; Commercial and Technical Departments; Music Libraries; division into subject departments and other ways of dividing stock (e.g. into Students and General).
- E. Organisation and methods: Charging systems; overdue; renewals; library income and minor expenditure; reservations and suggestions; readers' advisory work; stocktaking; statistics; the care of the stock (stock editing, repair, binding, etc.).
- F. The making of books: The processes involved in printing (letterpress); bookbinding; paper making.

Coverage of Proposed Library Assistant's Certificate Course
and Revised Syllabus

In Classification - a study of Decimal Classification, its make-up and use, and its application to a small collection. No attempt will be made to cover long or complicated class numbers, or any of the modern theories of classification in depth, or of the use of mechanization. Theory will be kept to a minimum and the problems of arrangement in actual library situations (especially small libraries) will be stressed.

In Cataloguing - only simple description will be covered. No full study of current codes will be undertaken. Rules will be presented by the Instructor for application and discussion together with discussion of the differing types of catalogues of different libraries by arranging visits to libraries in the Kampala area where possible.

In Reference - emphasis will be on the examination of sources, and the use of the sources through the completion of assigned practical exercises which reflect the kinds of simple questions a library assistant of Certificate Grade is likely to be asked to handle in a reference situation. Discussion will be based on the feedback from the students about the problems encountered in finding answers to the set questions.

In Bibliography - the approach in this subject will be somewhat broader with lectures on the meaning of 'Bibliographical Control' and the use of systematic listings of documents as a tool in the library. Particular types of Bibliographies will be examined and practical exercises will be set so that the student may handle and use a number of selected titles. Practical work will be backed up by discussion, and by assigned readings.

The Syllabus of the Certificate Course

The subjects of the Certificate Syllabus are as follows:
I. Classification. II. Cataloguing. III. Reference Work. IV. Bibliographical Control. V. Library Administration and Routines.

I. CLASSIFICATION

A. THEORY

1. Why we classify - the philosophy behind theories of

.../subject

subject arrangement generally will be discussed briefly. The basic principles of arrangement as related to book collections will be covered, together with a discussion of why libraries need classification schemes. The arrangement of small or limited collections will be emphasized.

2. Brief history of classification.
3. Special devices necessary for arranging book collections - Elements such as qualities of a good classification, notation, schedule layout, standard subdivisions, area tables, indexes, etc.
4. Dewey Decimal Classification - A detailed examination of the latest abridged edition of DDC will be undertaken.
5. Book numbers - the function of the call number and its use in arrangement.

B. PRACTICE

The latest DDC Abridged edition will be used for practical work. Class marks will be assigned to selected titles, and students will be required to keep a record of the practical work they do throughout the session.

II. CATALOGUING

A. CATALOGUING THEORY

1. The book and its parts - an introduction to the book as a preliminary to describing it.
2. Description of the book - how a book is described, reasons for listing the various parts with a discussion of their importance or otherwise. (Brief mention here of the dictates of Chapter 6 of the Anglo-American Cataloguing Rules 1967 British Text).
3. Making the catalogue card - the layout of the description on the Unit Card for different types of entries will be described together with an examination of types produced by selected libraries and other central card producing agencies.

.../4

4. Main entry headings - construction of author and title entries based on an examination of selected rules from AACR (1967).
5. Forms of catalogues - an examination of the inner and outer forms of catalogues to show their purpose, use, value as bibliographic tools, and their arrangement and physical structure.
6. Filing the catalogue entry - simple rules for arrangement of entries will be discussed based mostly on the ALA Rules abridged edition.
7. Processing the book - a discussion, examination and explanation of the processes through which a book goes, from the moment it enters the Cataloguing Department until it arrives on the shelf, will be undertaken. Students will be given an opportunity to watch this process actually being done.

B. CATALOGUING PRACTICE

1. Descriptive cataloguing - simple cataloguing exercises giving practice in both descriptions, and in the selection and assigning of Main Entry and Added Entry Headings on selected rules from the AACR (1967) Code. No attempt will be made to cover the problems of the code in depth, or to work through the entire code.
2. Subject cataloguing
 - (a) Subject Heading practical work will also be assigned using Sears latest edition for alphabetical subject catalogue.
 - (b) The process of Chain Indexing will be explained and used as a basis for practical work in compiling a Subject Index to a Classified Catalogue. Students are required to keep a record of the practical cataloguing work they do throughout the session.

III. REFERENCE WORK

- A. Definition of a 'Reference Source'.
- B. Definition of a 'Reference Service' and the job of a Reference Librarian.

.../c

- C. Examination of particular types of Reference Sources to discover:
 - 1. Outer form - e.g. Encyclopedias, dictionaries, atlases, directories, audio-visual materials and microformats, government publications, etc. (Note: Bibliographies are not covered here, see Subject IV).
 - 2. Inner form - e.g. Arrangement, content, indexes, special symbol, special terminology, etc.
 - 3. Evaluative criteria - e.g. Authority, accuracy of information, physical makeup, scope, revision policy, etc.
- D. Practical work - Practical work with Reference Sources: As each particular type of Reference Source is examined and evaluated, a number of practical exercises will be set to accompany and extend the points covered in the lecture sessions on given sources. The practical exercises completed by students will also be discussed in class together with the problems encountered in completing the set exercises.

IV. BIBLIOGRAPHICAL CONTROL

- A. Definition of the terms
 - 1. Bibliography
 - 2. Bibliographical control
 - 3. Enumerative bibliography
- B. Examination of the development of enumerative bibliography
 - 1. Internationally (Brief historical coverage)
 - 2. Nationally (Current and retrospective)
- C. Examination of particular types of bibliographies to discover
 - 1. Outer form - e.g. Author bibliographies, Subject bibliographies, National bibliographies, Trade bibliographies, Bibliographies of Bibliographies. Indexing and abstracting tools.
 - 2. Inner form - e.g. Arrangement, indexes, special features, etc.

.../3

3. Evaluative criteria - e.g. Authority, accuracy of information, citation methods, revision policy, cumulation policy, etc.
- D. Practical work with bibliographies - As each particular type of bibliography is examined and evaluated a number of practical exercises will be set to accompany and extend the points covered in the lecture sessions on a given type of bibliography. The practical exercises completed by students will also be discussed in class together with the problems encountered in completing the set exercises.
- E. Book selection sources - Emphasis here will be on those sources which are primarily used for book selection in libraries. Basic principles of book selecting will also be covered.

V. LIBRARY ADMINISTRATION AND ROUTINES

By way of introduction, a brief presentation of the role of libraries in society will be given: particular emphasis will be laid on problems and promises in developing countries.

- A. Brief definitions of library types - e.g. public, academic, special: selected readings on and discussions concerning the various types as they exist in East Africa; Inter-library co-operation.
- B. The place of the assistant in the organisation - (i.e. in the library structure).
 - (a) His responsibilities
 - (b) His duties
 - (c) His scope for initiative
 - (d) His rights.
- C. Departmental structure and routines

Consideration of the various departments constituting a library with a brief discussion of their individual characteristics, relation with one another and standard forms to be used.

 - (a) Acquisitions department - Basic routines: (i) acquisition procedure (staff and reader suggestions) (ii) Book ordering and receiving (forms of various types). Accession register.

.../(b)

- (b) Reference departments - Basic routines: (e.g.) answering directional questions, ready reference enquiries, etc.)
 - (c) Circulation department - Basic routines: (i) Registration procedure (forms, records, statistics); (ii) Charging methods, book reservations, overdue, renewals, etc. (forms, records, statistics).
 - (d) Periodical department - Basic routines: (i) Display and storage of various types of periodical publications (ii) Shelving and arrangement (iii) Ordering and receipt of periodicals (iv) Recording of periodicals (e.g. cardex, visible file) (v) Preparation of periodicals for binding.
 - (e) Cataloguing department - Basic routines: (e.g. routines relating to maintenance of the catalogue: mechanical preparation of books for shelving, etc.).
 - (f) Other special departments within the library - (i) Children's department (ii) Music departments: General characteristics and special features will be discussed.
- D. Housekeeping and other general library duties
- (a) Shelf rectification
 - (b) Stock taking
 - (c) Caring for library stock
 - (d) Weeding of stock
 - (e) Checking and caring of library equipments.
 - (f) Bulletin boards and display techniques.
- E. Printing and binding
- (a) Modern techniques of printing and near-print
 - (b) Basic binding and book repair methods.

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Revised Syllabus for Diploma in Librarianship1. Libraries in their social setting - Year I

(Although this course is self contained and will be completed in Year I, the final examination will be set at the end of the 2nd Year.)

Purpose and scope. The aim of this course is to understand the library in the context of the social and professional community it serves. The social function of the library will be stressed, its influence in society, its relationship with other media of communication, etc. e.g. educational services, use of leisure, censorship, research. Emphasis will be on the African situation with comparisons with other countries.

This course leads on in Year II to the course entitled 'Management of Libraries'.

- (a) Brief survey of history of libraries: growth and role of library sources in Africa with particular reference to East Africa (e.g. educational and recreational aspects); examination of library development in one or two foreign countries.
- (b) The type of services given by different kinds of library: national, academic, public, special.
- (c) Aspects of library services to special groups: Library extension work; new literates in vernacular and English; mobile libraries with emphasis on rural readers; services to children including children's departments in public libraries; school libraries and their relation to public libraries; brief consideration of other types of libraries e.g. hospital libraries, prison libraries, etc.
- (d) Library cooperation: The need for and forms of library cooperation (international, national, regional, local); library cooperation in Africa with special emphasis on East Africa; examination and evaluation of specific types of cooperation e.g. inter-lending, storage, exchange, loan schemes, etc. on a national and/or international basis.
- (e) Professional and other associations connected with librarianship: library associations in East Africa and selected countries in Africa; East African Literature Bureau; brief examination of similar bodies in foreign countries (e.g. A.L.A., Library Association, London, etc.);

.../brief consideration

brief consideration of international library bodies (e.g. IFLA, FID, UNESCO).

2. Classification (Theory/Practical) - Year I

Purpose and scope. To train the students in classifying and organising all types of library materials in a helpful order for easy location and access by both staff and users to the total resources of the library.

- (a) Theory: Basic principles and form and general features of DDC, UDC, and LC; historical review of selected schemes with the aim of giving students background knowledge of the philosophy of systematic arrangement.
- (b) Practical: Projects involving practical work with DDC as a basis to be set after the basic principles of classifying have been explained and understood up to reasonable level. The examples in the projects will be simple in nature and designed to bring out aspects of the structure of the scheme under consideration. Practical work will also be continued in order to prepare students for the Assessed Course work to be undertaken in Year II.

Assessed Course work (entitled in this case 'Practical Classification and Cataloguing') will only be introduced in the Year II and accomplished by means of combined Classification and Cataloguing projects.

3. Cataloguing (Theory/Practical) - Year I

Purpose and scope. The aim is to make students sufficiently familiar with the philosophy and practice of cataloguing so as to enable them to independently and professionally perform full cataloguing duties in different types of libraries.

- (a) Theory: (i) Descriptive Cataloguing, the physical forms of Catalogues, the arrangement of Catalogues, filing rules, and Centralised and Co-operative Cataloguing Schemes as they exist in Africa, and in other parts of the world. (Terms 1 & 2).
- (ii) Simple practical exercises designed to bring out the problems of descriptive cataloguing and other aspects of catalogue building. (Terms 1 & 2).
- (iii) Specific study of AACR (1967) dealing with Author Entry; the study of Author and Title Cataloguing will be

.../undertaken

undertaken for preparing the students for the Assessed Course work in Year II.

(iv) The study of Subject Cataloguing. Theory based on the rules for compiling subject headings for a Dictionary Catalogue as set down by Sears, and on the methods of Chain procedure for compiling the index to a Classified Catalogue. (Term 3).

- (b) Practical work: Practical exercises will include problems, simple in nature, involving Main Entry (i.e. Author and Title Cataloguing). Practical problems involving subject work will also be set. Practical work will also be continued in 3 Terms in order to prepare the students for the Assessed course to be undertaken in Year II.

4. Reference work and Bibliographical studies - Year I

Purpose and scope: To provide the students with knowledge of a wide variety of sources basic to a library reference collection, and to train him in the techniques of bibliographical compilation. The course will also cover the development of the book from earliest forms to the present.

- (a) The types of Reference materials, e.g. Dictionaries, Encyclopedias, Yearbooks, Biographical materials, Statistical materials, Enumerative Bibliographies, etc. Short practical exercises to give students practice in the use of selected sources. Reference materials particularly relevant to Africa, e.g. African Digest, Dictionary of African Biography, etc., will be discussed together with the principles, practices, and methods of efficient reference service.
- (b) Book Acquisition - Principles of book selection for different groups and in different libraries with particular emphasis on the problems caused by multilingual societies. Book selection aids and guides to stock building. Book selection methods. The selection of Reference books. Procedures for acquisition by purchase, exchange and gifts of books and periodicals.
- (c) Bibliographic Control - The development and maintenance of systems of adequate recording of all forms of materials published or unpublished, printed, audio-visual or otherwise which add to the sum of human knowledge. The

.../historical development

historical development of attempts to develop programmes of universal, international and national control of published and unpublished materials. The role of UNESCO and its programmes to promote regional and national bibliographic centres.

- (d) In term 3, Year 1, the students will be introduced to the techniques of bibliographical compilation as a preparation for the Assessed Course work (to be entitled in this case 'Subject Bibliography') to be done in Year II.

DIPLOMA - YEAR II

1. Management of Libraries - Year II

Purpose and scope. Management includes both principles and methods of Library Administration. The aim of this course is to help the students to understand the way libraries operate in order to meet the needs of readers, and how they are organised, governed, and controlled.

- (a) General principles of organisation and management; committees; reports; basic routines; estimating and financial control; long-term planning.
- (b) Staffing: selection and supervision of staff (training); personnel management; unions; staff associations; professional organisations; staff structure methods of communication; duties; responsibilities; salaries; (i.e. the principles of Personnel Management).
- (c) Planning: general considerations of library planning and design (e.g. siting, space relationship, etc.); principles of remodelling existing buildings.
- (d) Arrangement of stock; subject departments; reference collections.
- (e) Circulation work: charging methods; registration of readers; overdue; lost books; fines; reservations in public, academic and special libraries.

2. Practical Classification and Cataloguing by Assessed Course Work - Year II

To be examined by means of Assessed work to be introduced in Term 1 and carried through to the end of Term 2. The Assessed work, which will count as one full paper in the final examination will be completed in the following manner:

.../(a)

- (a) Eight separate Projects to be completed. Five examples per Project.

(i) Four Projects

Full entries as for a Dictionary Catalogue.

Complete Classification.

Full syndetic network must be shown.

Unit entry method should be used.

(ii) Four Projects

Full entries as for a Classified Catalogue.

All necessary sequences to be shown.

Subject file generated by Chain-Indexing process.

Unit entry method should be used.

- (b) Methodology. Work will be done from exercise sheets containing pseudo-facsimile of TP's with comments, or from 'real' books if possible. All work will be done on Script Paper (Not Cards) for easier marking and commentary. Cover sheets will be attached to each piece of marked work showing breakdown of marks, and instructor's comments.

- (c) Assessment. Assessment of all projects should be based on the student's ability to project his work into the context of a larger collection (i.e., the actual library situation), his inclusion of all necessary references and headings where called for, his ability to classify correctly and accurately, his neatness and clear presentation of material - in fact, his application of all the knowledge he has acquired over the preceding terms.

Assessment will be progressive for all projects. Progressive Assessment means in this context that each project should lead students a little deeper into the intricacies and problems involved in the practical construction of types of library catalogues. Therefore projects done easily in Term 1 should be weighted less heavily than those done in Term 2. The justification for this method lies in the assumption that the student will also become progressively better at the tasks as the terms evolve, and he should therefore be penalized less at the start than at the finish.

.../3

3. Classification and Cataloguing - Theory Year II

These two subject areas, which constitute the area of study, which was started in Year I will be continued in Year II and revised in full in term 3 of Year II in preparation for the final examination.

The two papers will include questions which are of general application and which test the student's knowledge in such areas as basic principles of classification, features of General schemes, principles of Cataloguing, Centralised and Co-operative Cataloguing, principles of descriptive cataloguing. Practical work will not be included as this is done in the Assessed portion of the course.

4. Reference work and Bibliographical Studies: Assessed Course work in Subject Bibliography - Year II

To be examined by means of Assessed Projects to be introduced in Term 1 and carried through to the end of Term 2. The Assessed work which will count as one full paper in the final examination, will be completed in the following manner:

- (a) Two projects will be completed during Terms 1 and 2. One will be of general nature assigned by the instructor, and the other will be done in a subject area of the student's choice with guidance from the instructor.
 - (i) Project 1: A bibliography of about 50 items with an introduction explaining search strategy, sources consulted, arrangement, level use, etc. ... This is to be done on 3 x 5 cards.
 - (ii) Project 2: A Literature Guide on a subject area chosen by the student. This should include 100 to 150 items, and should contain introductory written chapters to each source area, and annotations on each item selected. To be done on cards either 3 x 5 or 4 x 6.

For a definition of the term 'Progressive Assessment', and for a statement on the rationale of marking Assessed course work as applied to the Diploma in Librarianship see above under Diploma - Year II, Section 2. Practical Classification and Cataloguing.

5. Historical Bibliography

Work in this subject will include study of early forms of the book, how they were made and the materials used, the

invention of movable type, the development of the printed book, book-illustration, book binding, and paper making. Modern book production will also be covered - with major trends and possible future developments.

The social history of the printed book: historical survey of the book trade, printing, publishing and distribution in Africa, and Copyright laws in major book producing countries and in Africa. The problem of censorship will also be discussed.

Technical aspects of bookmaking such as techniques of binding, repair and binding of books and periodicals, special problems of care and maintenance in tropical conditions, the modern printing press in its development and use, etc.

Note: Historical Bibliography is a continuation of Reference and Bibliographical studies started in Year I. Together they constitute the material to be examined as bibliographical studies in the final examination.

A P P E N D I X "I"

- Syllabus of the one-year full-time (non-degree) intermediate course in library studies, leading to the Certificate in Library Studies, University of Zambia.
- Syllabus of the two-year full-time (non-degree) professional course in library studies, leading to the Diploma in Library Studies, University of Zambia.
- Syllabus of the three-year full-time degree course in library studies leading to the Bachelor of Arts in Library Science Degree, University of Zambia.
- School Librarianship Syllabus.

Syllabus of One-Year Full-Time (Non-Degree) Intermediate Course
in Library Studies
Leading to the Certificate in Library Studies

ENTRY REQUIREMENTS

- (a) Cambridge Overseas School Certificate (3rd division pass).
- (b) Three G.C.E. 'O' level passes (one of which must be English Language/ awarded as a result of sitting a comprehensive Cambridge Schools Certificate or General Certificate of Education examination taken at the conclusion of a full-time course of instruction.
- (c) Four G.C.E. 'O' level passes (one of which must be English Language) awarded by means other than as a result of sitting a comprehensive Cambridge Schools Certificate or G.C.E. examination taken at the conclusion of a full-time course of instruction.
- (d) Except with the approval of the Professional Board no students will normally be accepted for training unless he is already employed within a library.

COURSE CONTENTS

1. Librarianship: Purpose and methods

The aims and scope of library service in Zambia, Africa, and elsewhere. The services available in all types of libraries (public, university and special). Inter-library co-operation. Professional associations. How libraries are governed and financed. Staffing and the division of work. The ordering and receipt, preparation, care and custody of books, periodicals and other related material. The admission of readers. Circulation methods, reservation, inter-lending material, personal service, publicity. The making of books and the processes involved in their publishing and distribution.

2. Library Stock: Description and arrangement

The parts of books and periodicals. Simple bibliographical terms. The practical purposes of classification in libraries. Parts of a classification scheme. Shelf arrangement, guiding and display. The purpose of reading lists.

.../The purposes

The purposes of cataloguing. The types and forms of catalogue. The details given in catalogue entries. References. The functions of subject headings in a dictionary catalogue. The arrangement of the catalogue, alphabetizing and filing, guide cards and labels. Centralized cataloguing.

3. Bibliography and the Use of Reference Books

Description of the value, scope and the use of the main categories of reference materials (encyclopedias, dictionaries, directories and annuals, books of quotations, concordances, biographical dictionaries, atlases and gazeteers, catalogues and bibliographies, periodicals, indexes and abstracts, official publications).

4. Elementary Classification and Cataloguing

Forms, patterns of entry and lay-out of catalogue entries. Simple author, subject and title cataloguing using the Anglo-American Code. Introduction to the theoretical principles of classification. Elementary practical classification using Dewey Decimal Classification and Library of Congress Classification schemes.

5. Principles of Book Acquisition and Selection

Methods of acquisition of books, periodicals and other material. Elementary problems of book selection in relation to different types of libraries and library users.

6. Principles of Preservation and Repair of Library Materials

Principles of repair and preservation of library materials (e.g. books, pamphlets, manuscripts, gramophone records, etc.).

Special care and treatment of library materials of all kinds under tropical conditions.

Syllabus of Two-Year Full-Time (Non-Degree) Professional Course
in Library Studies
Leading to the Diploma in Library Studies

ENTRY REQUIREMENTS

1. First Class Cambridge Overseas Schools Certificate or its approved equivalent.
2. Alternatively, the librarian-in-training may proceed to this course if he has first obtained a Merit in the Intermediate Course or in an approved course of a similar standard.

COURSE CONTENTS

Year 1

1. The Library and the Community

History of libraries and librarianship. The library in society, its aims and functions. The kinds of libraries and the services appropriate to different kinds of libraries: national academic, public and special. Library co-operation in all its aspects. Professional and other associations connected with librarianship.

2. Government and Control of Libraries

Government, management and finance of libraries. Staffing and division of work. Stock control, selection, order and accession methods of library material; maintenance of stock. Library administration and facilities. Admission to libraries.

3. The Organisation of Knowledge

The organisation of knowledge through classification schemes, catalogues and indexes. A knowledge of the basic principles of classification and the structure and main features of general schemes of classification. Author and title cataloguing: a general comparative knowledge of A.A., A.L.A. and B.M. Codes. Descriptive cataloguing. Subject cataloguing. Types of entry: contents and purposes. Physical forms and forms of arrangement of catalogues and indexes. Filing rules.

.../Centralized

Centralized and co-operative cataloguing and indexing.

4. Practical Classification and Cataloguing

This paper is intended to test general competence in practical cataloguing and classifying. Candidates will be given a number of facsimiles or transcripts of title-pages (with informative notes) which will form the basis of tests in classification, descriptive cataloguing, and selection of headings for main and added entries and references. They will be permitted the choice of one of the following general schemes of classification: Bibliographic, Colon, Decimal, Library of Congress, Subject, U.D.C. Each will be required to provide for his own use a copy of the scheme in which he chooses to be examined and will also be permitted to take into the examination a copy of the Anglo-American Code and of either Sears: List of subject headings, or, Library of Congress: Subject headings used in the dictionary catalogue.

5. Life, Literature and Thought

Aim. To give students an acquaintance with the life, thought and literature of the people of the Ancient and Mediaeval Worlds.

Method

- (1) A short introductory lecture will be given for each period, after which the emphasis will be upon discussion, research and class assignments.
- (2) Extensive use will be made of illustrations, charts, maps and film.
- (3) Short extracts from the literature of the time will be read and discussed in class.
- (4) There will be no stress on deep and thorough reading. Rather students will be directed to specify chapters or portions of a chapter, with the aim of covering as wide a field as possible.

Year 2

1. Practical Classification and Cataloguing (continued).
2. Bibliographical control and service

General bibliographical control. Selection of library materials, aids and guides to stock building.

.../Bibliographical

Bibliographical service: enquiry techniques; assessment of enquiries, literature surveys and searches, preparation of bibliographies, bulletins, abstracts and indexes.

Methods of bibliographic citation. Types of reference material and their uses.

Contemporary book and periodical production, rebinding, the uses of documentary reproduction including relevant copyright problems. Microform publishing.

3. The Bibliography and Librarianship of Central and East Africa

4. World Literature

Aim To give students an acquaintance with the life, literature and thought of the peoples of the modern world from 1600 A.D. to the present.

Plus ONE choice from

5. National, Municipal and Rural Public Library Services

History, development and characteristics of publicly supported libraries in Zambia. Comparative study of public library provision. Library law and other relevant legislation in Zambia: bye-laws and regulations. Government; finance; organisation; administration. Buildings; siting; planning; equipment, fittings and furniture. Staff, selection, training and qualifications; salaries and conditions; duties and deployment. Stock, administrative aspects of selection and acquisition; classification and cataloguing; access and control. Public library services and co-operation.

6. National, Academic and Legal Deposit Libraries

History and functions of national, academic and legal deposit libraries, with special reference to those in Africa. Government; finance; organisation; administration. Buildings; siting; planning; equipment and fittings. Staff: selection, training and qualifications, salaries and conditions, duties and deployment. Stock: administrative aspects of selection and acquisition, and of classification and cataloguing, access and control. Special departments and collections, departmental libraries. Relation to teaching and research; instruction of students; service to outside readers, regulations.

7. Special Libraries and Information Bureaux

The history and functions of special libraries, information bureaux and those national libraries that have

.../have a specialised

a specialised function, with emphasis on those in Central and East Africa. Main features of organisation, function and administration with special reference to variations in type of library according to specialisation of subjects and clientele. Building: siting, planning, equipment and fittings. Staff: selection, training and qualifications, salaries, and conditions, duties and deployment. Stock: administrative aspects of selection and acquisition, of classification, cataloguing and indexing and of the handling of unpublished material including confidential documents. Special libraries and co-operation.

And ONE Choice from:

8. The Bibliography and Librarianship of a Social Science Subject
9. The Bibliography and Librarianship of a Scientific Subject.

Syllabus of Three-Year Full-Time Degree Course
in Library Studies
Leading to the Bachelor of Arts in Library Science Degree

ENTRY REQUIREMENTS

Note: Undergraduates at the University of Zambia may elect under certain circumstances to do this Course as part of their four year B.A. or B.Sc. Degree Course.

COURSE CONTENTS

Year 1

LS 210a The History and Social Background of Libraries

- (1) The significance of libraries in history. The development of library science. Library terminology.
- (2) Development of libraries in Africa and in the main Socialist and Capitalist countries.
- (3) Social function of libraries, e.g. preservation, research, information, education, cultural development of the individual, recreation.
- (4) Economic, historical, geographical and social factors affecting the development of libraries. Literacy.
- (5) Audio-visual communication. Mass media.

The Planning, Organisation and Administration of Libraries

- (1) The philosophy of librarianship.
- (2) Administrative theory and its application in different types of libraries, e.g. public, university, special, etc. General principles of planning and organisation, e.g. staffing, budgeting, furniture and equipment, technical services, staff recruitment and staff relationships, library buildings and sites. Costs. Committee work.
- (3) The library profession. Professional associations and literature.
- (4) Education for librarianship.

.../LS 210b

LS 210b Introduction to Cataloguing and Classification(1) Classification

Definitions, theoretical principles and problems.
Subject analysis and Ranganathan's formula. Principles of classing simple subjects; use of index to establish context of subject and of schedules to confirm accuracy of placing.

(2) Cataloguing

Principles and purpose. Types of catalogue. Basic layout of catalogue entries (author headings, subject headings and contents). Transcripts of title-pages with supplementary notes.

LS 210c Historical and Descriptive Bibliography

- (1) History of the social factors influencing the production of books.
- (2) A short history of books and methods of book production including book illustration.
- (3) Paper and paper making.
- (4) The book from MS to reader.
- (5) Authors: rights and duties. Copyright.
- (6) Publishers.
- (7) Booksellers.
- (8) Readers as borrowers and purchasers of books.
- (9) Newspapers and journals.

Document Reproduction in the Library

- (1) The development of photography for library use.
- (2) Camera processes.
- (3) Non-camera process (reflex heat, etc.).
- (4) Xerography.
- (5) Microform publications.
- (6) Library co-operation as regards document reproduction.
- (7) Aspects of copyright.

Book-binding Processes

- (1) How books are bound. Materials and equipment used.

.../(2)

- (2) Commercial binderies.
- (3) Library binderies: economics and organisation: staff factors.
- (4) Binding of periodicals and other materials.

Year 2

LS 310a Acquisition and Book Selection

- (1) Acquisition of books, periodicals and other material by purchase, exchange and gift. Censorship.
- (2) Elementary problems of book selection: principles and methods in different types of libraries (e.g. university, special, etc.) and in relation to different types of users (e.g. academic staff and students, children, newly literate, general readers in public libraries, etc.).

Control, Preservation and Repair of Library Materials

- (1) Methods of ordering books and other materials and recording receipt.
- (2) Book preparation for the shelves. Treatment of special material (e.g. pamphlets, maps, illustrations, manuscripts, press cuttings, trade catalogues, records, tapes, films, slides, government documents, etc.).
- (3) Central and departmental book stocks. Departmentalisation in libraries (e.g. lending, reference, commercial and technical, music, special subject departments, local collections.).
- (4) Technical methods of recording use of books and other material (e.g. charging systems, overdue, renewals, reservations, book suggestions, stocktaking, statistics). Stock editing. Computers.
- (5) Repair and preservation of library materials (e.g. books, pamphlets, manuscripts, gramophone records, etc.). Special tropical treatment.

LS 310b Classification and Cataloguing

(1) Classification

Practical classification by Dewey Decimal Classification: simple subjects, use of form divisions, geographical divisions, specific subject areas, etc.

.../Principles

Principles of classing compound (multi-faceted and complex (multi-phased) subjects: analysis and arrangement of elements in the order indicated by classification scheme or preferred order where scheme indicates none.

Classification by schemes other than Dewey, e.g. Bliss, Colon, U.D.C., with special emphasis on Library of Congress. Faceted classification.

(2) Cataloguing

Author and title cataloguing by Anglo-American Code. Subject cataloguing by Dictionary and Classified principles. Other cataloguing codes (e.g. Cutter, British Museum). Popular vs scientific terms, plural vs singular terms, use of syndetic apparatus, problems of arrangement and filing (e.g. alphabetisation).

LS 310c Readers and Reading Tastes. Assistance to Readers. Information Work in Libraries

- (1) Assistance to readers in lending and reference departments. The role of the reader's adviser.
- (2) Reference work and information retrieval and dissemination. The information officer.
- (3) Staff relationships with readers.
- (4) The role of the subject specialist librarian.
- (5) Readers and reading tastes and requirements in different types of libraries.

Year 3

LS 410a Specialist Librarianship Study
(& 414)

A detailed study of ONE of the following types of library as regards organisation, staff, planning, reporting, budgeting, furniture, equipment, book selection, special problems, etc.

- (1) University Libraries
- (2) Public Libraries
- (3) Special Libraries
- (4) Children's and School Libraries
- (5) Music, Record, Tape and Film Libraries
- (6) Archives and Records Management (new section).

.../LS 410b

LS 410b Cataloguing and Classification(1) Classification

Continuation of practical work with compound (multi-faceted) and complex (multi-phased) subjects.

(2) Cataloguing

Advanced practical cataloguing; special cataloguing including cataloguing of local material other than books, e.g. music, maps, manuscripts, gramophone records, tapes, films, patents. Limited cataloguing, co-operative and centralised cataloguing, union catalogues, inter-library loans, co-operative acquisition and storage.

LS 410c Descriptive and Practical Bibliography and Reference Work

(1) Aims and methods of descriptive bibliography, including practical construction of bibliographies and indexes.

(2) A general survey of important bibliographies, and reference works including universal, national and subject bibliographies.

(3) A detailed study of the literature, librarianship and bibliography of ONE of the following subject groups:

- (1) Humanities
- (2) Social Sciences
- (3) Natural Sciences
- (4) Law
- (5) Medicine
- (6) Engineering.

School Librarianship Syllabus1. Aims and Development

Educational aims of School Libraries in Zambia and neighbouring countries, including agencies for promoting School Libraries.

2. Finance of School Libraries

Allocation of funds: standards in U.K., South Africa, East Africa, West Africa, U.S.A.

3. Functions of School Libraries

- (a) Functions and aims of the School.
- (b) Role of the library in the School.
- (c) School Librarian: his work and qualifications. Relations between teacher-librarian and staff.
- (d) Encouragement of reading and the development of children's personal interests, reading tastes and preferences. Library periods.
- (e) Children's reading habits at different ages. Book production for children.
- (f) Survey of children's books, past and present.
- (g) Teaching use and care of books in all types of libraries.
- (h) How to teach the use of the catalogue and classification to find books.
- (i) Types of reference books and outstanding individual works of reference.

4. Library Rooms

- (a) Planning and equipping the library:
 - (1) Ideal standards
 - (2) Improvisation
 as regards site, furniture, equipment, sources of supply.

5. Technical Skills in School Libraries

- (a) Book selection. Methods of selection of books and periodicals. Bibliographical aids to selection.
- (b) Classification and cataloguing in School Libraries.
- (c) Organisation and routine methods. Essential record keeping in the Library. Issuing methods. Use of pupils as library assistants.

.../(d)

- (d) Book repairs and book binding.
- (e) Illustrations collections as aids to school work.
Sources of material. Special problems in preparing,
cataloguing and classifying illustrations. Display.
Extension work. Projects.

6. Library Facilities outside the School

- (a) The national library system
- (b) Co-operation with public libraries.
