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FACTORS IN LIBRARY DEVELOPMENT IN THE GAMBIA

By

Mary Aiton Thornhill

A Master's Dissertation submitted in partial fulfilment of
the requirements for the award of

MASTER OF PHILOSOPHY

of the Loughborough University of Technology

May 1983

Supervisor: K.A. Stockham M.A., F.L.A.
Department of Library and Information Studies

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To Jack

who shared The Gambia experience with me
PREFACE

The writer's interest in The Gambia began fifteen years ago while living in neighbouring Senegal, developed still further during four years' residence in The Gambia and has continued ever since. A return two-week visit at the end of 1982, although invaluable for the purposes of this research and a source of great pleasure, was not of sufficient length to allow a complete survey to be made.

Much has happened in the Gambian library field in the seven-year interval between 1975 and 1982 so much so that it is not easy to do justice to that period without having experienced it, published matter to draw on being limited. The writer of a dissertation on library development in West Africa compiled in 1979 omitted The Gambia from his discussion because he found little to report. It would seem therefore that there was a gap waiting to be filled and an attempt has been made to do this.

There is an interdependence between the two parts of the present study. Part 1 not only sets the scene but should be considered in interrelationship with the circumstances and influences embodied in Part 2. It is hoped that these factors may be of interest to those concerned with a strategy for further library development in The Gambia.
I should like to express my appreciation of the assistance given to me in the pursuit of my study by the Department of Library and Information Studies, Loughborough University of Technology, particularly by my supervisor Mr. K.A. Stockham whose guidance and kindliness have been most encouraging. I am indebted to Professor P. Havard-Williams for permission to quote from B.Y. Boadi's thesis on "Library and information networks for resource sharing in developing countries with particular reference to English-speaking West Africa". I should also like to thank Mrs. S.A. Hulland who offered valuable assistance in practical matters.

I am especially grateful to the staff of Libraries Department at British Council headquarters in London who always made me very welcome and provided many facilities. I wish to pay special tribute to my former friend and colleague, the late Mr. R.A. Flood, to Mrs. Hazel Talbot and all others in the British Council who have helped in any way.

My thanks are due to former colleagues and friends in The Gambia who offered assistance - Ms. S.P.C. N'Jie, Ms. M.E. Fye, Mrs. Rosanna Ndaw, Mr. Theo George and Mr. David Nicholas. I acknowledge with gratitude my use of the maps provided in that excellent publication "A school map of The Gambia 1980/81" by Colin Sentongo.

I wish to acknowledge also the co-operation I received from Dr. Carew Treffgarne of the University of London Institute of Education, Professor D.P. Gamble of the Department of Anthropology San Francisco State University, and the libraries of the Library Association, School of Oriental and African Studies, the Institute of Commonwealth Studies, the Royal Commonwealth Society and the Dorset County Library in Dorchester.

Finally I am very grateful to Mrs. Mary Hill for the conscientious manner in which she handled the typing of the study.
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ABBREVIATIONS USED IN THE TEXT

CRDS: Centre de Recherche et de Documentation du Senegal.
ECOWAS: Economic Community of West African States.
ELBS: English Language Book Society.
GCE: General Certificate of Education.
IFAN: Institut Fondamental d'Afrique Noire.
IFLA: International Federation of Library Associations.
ita: Initial Teaching Alphabet.
MARC: Machine Readable Cataloguing.
MRC: Medical Research Council.
ODA: Overseas Development Administration, Foreign and Commonwealth Office. (Although at times named Ministry of Overseas Development (ODM) the above form has been used consistently.)
OMVG: Organisation de Mise en Valeur du Fleuve Gambia.
OMVS: Organisation pour la Mise en Valeur du Fleuve Senegal.
ORSTOM: Office de la Recherche Scientifique et Technique Outre-Mer.
PLD: Public Library Development scheme of the British Council.
PPP: People's Progressive Party.
PWD: Public Works Department.
UNISIST: World Science Information System.
ABSTRACT

Part 1 of this study describes conditions prevailing in The Gambia all of which have some bearing on library development. An introduction to the country is followed by a survey of the population, history, government, the economy, communications, languages, education, social conditions, religion, culture and relations with other countries particularly with Senegal because of the recent establishment of the Senegambian Confederation.

Part 2 covers the growth of library development from the beginning to the end of 1982 and the circumstances and events which have shaped this. Noteworthy landmarks are: (1) The work of the British Council and the eventual handing over of its assets to form the National Library. (2) The need to improve the service by means of external capital aid resulting in funds being made available by the British Government for a new building, equipment, bookstock and a scholarship. (3) The Gambia Library Board Act 1976. (4) Formation of a Schools Library Service. (5) The publication of The Gambia National Bibliography. (6) Participation in regional and international professional meetings. (7) Greatly improved staff status, qualifications and training.

Further topics discussed are: (1) Functions of the National Library and its dual role. (2) Services provided particularly those for children, schools, the rural areas and government departments. (3) The importance of user education. (4) Co-operation within The Gambia, with Senegal and regionally. (5) The future of library and information services bearing in mind the impact of new technology, financial, staff and other considerations. Any suggestions which may be implied are incidental and in no way intended as recommendations.
PART 1:

THE COUNTRY
1.1 PHYSICAL FEATURES

The Gambia is a small republic in West Africa, a narrow enclave just over 300 miles long and 15 to 30 miles wide located between 13°15' to 13°45'N and 13°45' to 13°65'W. It consists of a strip of land on either side of the River Gambia with a short coastal area on the Atlantic Ocean and is entirely surrounded on its other boundaries by the Republic of Senegal. Described by the late President De Gaulle of France as "that splinter in the side of Senegal" the total area covers 4,467 square miles and the capital is Banjul formerly called Bathurst.

The country enjoys a drier tropical type of climate with a short intense rainy season between June and October and the remaining months completely dry. On the coastal area the mean monthly temperature is 77°F (25°C) with an annual rainfall of 51 inches while further inland the temperature is higher and the rainfall lower so that 300 miles inland the figures are respectively 82°F (28°C) and 43 inches. Humidity is high between June and November and drops from December to April when dry north-east winds known as the Harmattan prevail.

One of the finest waterways in West Africa, the river is the dominant feature of The Gambia and has great potential for development. Flowing westward from the Republic of Guinea into the Atlantic, it is joined by numerous creeks called bolons and north-south crossings are provided by ferries. The chief value is in its transport function - passengers, freight and mail - and it is a unifying factor for the country.

Various obstacles in the past have prevented the full development
of the river but prospects improved greatly in 1978 with the establishment of the Organisation de Mise en Valeur du Fleuve Gambia (OMVG) or River Gambia Development Organization involving The Gambia, Senegal and more recently Guinea. This is concerned with the construction of a bridge-barrage to span the river about 80 miles upstream from the estuary and it is hoped work will commence during the current Five Year Plan 1981-1986. When completed the scheme will improve communications for both The Gambia and Senegal by replacing a ferry and will also promote irrigation, provide hydro-electricity and reduce salination.

1.2. THE PEOPLES

The last official Census of Population was held in 1973 when the total number of people in The Gambia was found to be 493,501. There is a seasonal variation caused by the influx of up to 20,000 farm workers from Senegal each year - "strange farmers" as they are called - mostly between the ages of 15 and 34. The estimated population in 1980 is somewhere between 592,000 and 601,000.

Population density is quite high with an average of 123 persons per square mile. The average annual percentage growth rate of the population for 1970 to 1978 was 3.1, the average annual birth rate was 48.4 per 1000 in 1975 to 1980 and the death rate 23 per 1000 in the same period. There are comparatively few towns of any size, the great majority of settlements being villages. The administrative divisions of the country are populated as follows:

<table>
<thead>
<tr>
<th>Division</th>
<th>Population</th>
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<tr>
<td>Banjul (the capital)</td>
<td>39,179</td>
</tr>
<tr>
<td>Kombo St. Mary</td>
<td>39,404</td>
</tr>
<tr>
<td>Western Division</td>
<td>91,013</td>
</tr>
<tr>
<td>Lower River</td>
<td>42,447</td>
</tr>
<tr>
<td>North Bank</td>
<td>93,388</td>
</tr>
<tr>
<td>MacCarthy Island</td>
<td>101,901</td>
</tr>
<tr>
<td>Upper River</td>
<td>86,169</td>
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</tbody>
</table>
The Gambia contains a variety of ethnic groups since the river basin has in the past acted as a focal point for migrating groups of people from adjacent parts of West Africa. A considerable intermingling of races has taken place but on the whole each has preserved its characteristics and speaks its own language. The percentages of tribal groups are as follows:

Mandingo 42.2%; Fula 18.2; Wolof 15.7; Jola 9.5; Serahuli 8.7; Serere 2.1; Manjago 1.3; Aku 1.0; Bambara 0.4; Others 0.9.

In addition there are groups of Senegalese, Mauritanians, other West Africans, Lebanese and a small number of Europeans.

1.3. HISTORY, CONSTITUTION AND GOVERNMENT

Although the banks of the Gambia River have been inhabited for many centuries there is little knowledge of the earliest history of the country. From the 5th to 16th centuries it was on the edge of empires now covered by Mali and Upper Volta. The first Europeans to visit the river arrived in 1455. They were a Venetian and a Genoese commissioned by the Portuguese and there were separate settlements of people of Portuguese descent well into the 18th century.

The first English connection with The Gambia dates from about 1588 when trading rights were granted to certain English merchants. Their successors in 1660, by then styled the Royal Adventurers Trading to Africa, captured a fort and named it Fort James. This was the first permanent English settlement on the West African coast and was to be the centre of English influence in The Gambia for the next 150 years. The history of those 150 years is one of continuous struggle between England and France for political and commercial supremacy in the regions of Senegal and The Gambia. For 18 years the latter formed part of the Crown Colony of Senegambia but in 1783 it became totally a
British possession.

In 1807 the African slave trade was abolished, slave traffic on The Gambia River gradually ceased and the capital Bathurst was founded in 1816. Missionary activity began soon after. For two periods between 1821 and 1887 The Gambia was administered from Sierra Leone until in 1888 it became a separate colony and remained so until becoming self-governing.

The modern history of the country dates from 1888. A boundary settlement with France in 1889 affecting The Gambia and Senegal cut across the economic and cultural unity of the region as a whole and posed problems which The Gambia has had to face ever since. Between 1888 and 1945 this small territory acquired the classic features of British imperial rule, i.e. the customary machinery of colonial government in the form of a Governor and Executive and Legislative Councils; indirect rule; division into administrative regions with the Chiefs continuing to rule their people under the supervision of Commissioners; peace-keeping and the collection of taxes.

After the Second World War changes took place, partly initiated by Britain and partly through pressure by local political groups. Britain began to modify her ideas of colonial government and to spend more money on the colony while the Gambians wanted independence but at the same time wished to maintain good relations with Britain.

Modern political parties did not develop until the 1950s. The earliest based its support on the Wolof inhabitants of the capital whilst the Protectorate People's Party, later the People's Progressive Party (PPP), appealed to the Mandingo of the hinterland as it emphasized the neglect the interior had suffered. Constitutional changes took place several times until 1963 in which year full internal self-government was introduced with a House of Representatives, Prime Minister and
Independence was achieved in 1965 and the country became a Republic within the Commonwealth in 1970 with Sir Dawda Jawara, leader of the PPP, as the first President, a position he holds today.

On the night of 29-30 July 1981 a left-wing coup intended to overthrow the President was staged in Banjul while he was in London but this failed after the intervention of Senegalese troops. It was later announced that The Gambia and Senegal planned to merge into a Confederation of Senegambia and this officially came into being on 1 February 1982. The merger provides for a President and Vice-President, a Council of Ministers and a Confederal Parliament but each state maintains its sovereignty and independence.

Outside Banjul the country is divided into five Divisions - Western, Lower River, North Bank, MacCarthy Island and Upper River - each with a Divisional Commissioner appointed by Government. In the rural areas the 35 traditional districts, each under a Chief assisted by village heads and advisers, have been grouped into 6 Area Councils all of which have their own treasuries and are responsible for local government services. Banjul itself is administered by a City Council.

1.4. ECONOMIC CONDITIONS

The main occupation is agriculture, both men and women being engaged in this, and much has been done to improve agricultural practices in recent years. The chief crops are groundnuts, rice, millet, sorghum, cassava, cotton and garden produce, by far the most important from the export point of view being groundnuts and by-products of these. Development is taking place in fishing and livestock and the goal of self-sufficiency in rice as a subsistence crop is being promoted. Apart from groundnuts the principal exports are hides and skins and
cotton and there are also some small manufacturing industries such as beverages, food processing, minor metal fabrications, construction materials, furniture, soap, plastics, clothing and footwear. The considerable growth of tourism in the last ten years has brought the benefit of very welcome foreign exchange but at the same time has added to the social problems of the country.

The Gambia has the advantage of not having to support flag air and shipping lines, a university, armed forces or subsidized manufacturing industries. On the other hand dependence on a single major export crop means great exposure to world prices. Serious drought affecting the whole of the Sahel* area in the years 1979 to 1981 had a devastating effect on groundnut production, per capita income fell and the balance of trade worsened resulting in an urgent need for emergency food aid under the World Food Programme.

Diversification in products, trading partners and foreign exchange reserves into other currencies besides sterling are seen to be necessary long-term requirements. There will be continuing dependence on external aid but the current Five-Year Development Plan\(^3\) envisages an annual Gross Domestic Product growth rate of 5.1% or 2.5% per capita.

In 1982-1983 the recurrent revenue for the country is estimated to be Dalasi 101,000,000 (£25,250,000) and recurrent expenditure D95,200,000 (£23,800,000). Development expenditure is expected to amount to D95,000,000 (£23,750,000), 80% of which will be provided by foreign loans and grants. The present rate of exchange is D4 to £1 sterling.

This then is the economic background within which library services are developing and which is a major factor in their progress.

* The Sahel is a term used for the savanna country on the southern border of the Sahara Desert.
RIVER TRANSPORT

GAMBIAN VILLAGE

FERRY CROSSING
1.5. COMMUNICATIONS

Of recent years a large proportion of development aid has been concentrated on transport and communications bringing benefits to the provincial areas as well as the capital - modernised river transport, road improvements, inauguration of a bus service, more advanced telecommunications, extension of the port of Banjul and the airport at Yundum 17 miles away.

Although there are no longer regular sea services to The Gambia, ships do call for purposes of trade and tourism. Direct air services fly to and from London and along the West African coast and charter flights arrive several times a week during the tourist season. No internal air services or railways exist therefore people up-country must depend on roads and the river.

The country has 1,400 miles of motor roads of which 470 miles have a bituminous surface and 470 are gravel. All are affected by the rains resulting in flooding, potholes, quagmires and in some cases they are washed away altogether. Many leading to settlements are merely sandy tracks and even at the best of times can only be reached by Land Rover or similar vehicle. Road transport is provided by The Gambia Public Transport Corporation buses and by privately-owned taxi and mini-bus services together with cars, trucks and wagons of various kinds and in differing states of repair. Mail boats carrying goods and passengers regularly visit 33 wharf towns on the river and provide postal facilities by means of travelling post offices on board.

Telecommunications with the outside world are handled by Cable and Wireless who provide the international telephone, telegram and telex services assisted greatly by an earth satellite station which has made possible considerably increased telephone channels. Government wireless stations and a VHF telephone service link Banjul with the
principal towns in the Provinces. The whole telecommunication system is slowly expanding, bringing more and more villages into the telephone network. Given the proper equipment additional uses are almost unlimited.

Radio Gambia, the national broadcasting organization, broadcasts in five local languages as well as in English and operates a Schools Service while a domestic service fairly recently launched in Basse provides programmes in local languages only. Radio Syd is a commercial venture with considerable external flavour and advertising capacity, broadcasting in local languages, English and the home languages of tourists. There is as yet no Gambian television and doubts have been expressed as to whether the country could possibly afford this in the foreseeable future but an arrangement has been made with Senegal and some local people have their own sets and watch Senegalese television.

Cinemas seem to be almost entirely low-grade showing for the most part inferior films. The mobile unit of the Government Film Service screens documentary films throughout the country and various foreign countries show documentary and feature films on their premises. At this stage it is not known to what extent video films are available in The Gambia but the use of these is increasing among expatriates, the Lebanese and those Gambians who can afford them.

An official Government news bulletin is published three times per week and several independent newsheets are published commercially. Some foreign newspapers and periodicals are on sale and are available in the reading rooms and cultural centres of a number of diplomatic missions with the addition in some cases of a distribution of copies outside these centres. The importance of oral communication is discussed in Part 2 of this study.
Communications are a vital factor in determining the kind of service The Gambia can expect with regard to the supply of printed and non-book matter, their distribution and use within the country, the growth of information services and co-operation with other library and information services regionally and internationally.

1.6. LANGUAGES

1.6.1. Local Languages

Of the total number of vernaculars used in The Gambia, five major languages are Mandinka, Wolof, Fula, Jola and Serahuli. The importance of Aku, the Gambian Creole language, must not be overlooked as it is the mother tongue of one sector of the population and also a Pidgin lingua franca between different linguistic communities.

1.6.2. The National Language Question

The question of choice of a national language can be a vexed one as it points to the difficulty of imposing any one indigenous language upon the whole population. Professor R.B. Le Page states that language barriers are certainly barriers to economic progress and yet "no universal solution to the national language question... exists", decisions having to be made by individual countries confronted with such a problem.

B.K. Sagnia\(^{(5)}\) contends that whereas European languages are very useful for international contact and for Western education and concepts, they are by no means suitable when discussing African values and cultures and the African environment. His proposals for a national language policy in The Gambia include:

(a) The preservation of English as an international language and for some time as the official language for purposes of
higher level communication.

(b) The adoption of Mandinka, Wolof and Fula as the national languages for middle level communication.

(c) The teaching of minority languages as subjects in primary schools in areas where they are spoken so that their native speakers can become literate in them.

(d) Collaboration with other countries where the Gambian indigenous languages are spoken in order to produce reading materials.

(e) Research into local languages and their teaching as subjects at Gambia College.

The implementation of such a policy would involve:

(a) Instruction in the three national languages for at least the first two years of Primary education with transition to English in the third or fourth year.

(b) The extension of local language teaching to secondary and college level.

(c) The production of primers, supplementary readers and dictionaries under the auspices of a Language or Literature Bureau with encouragement from Government in the writing of folktales and history in the vernaculars.

Government plans for the teaching of the three major vernaculars are clearly laid down in Education Policy 1976-1986. This alleges that "an educational system that makes no provision: for the child to develop facility and skill in the use of its mother tongue imposes a handicap upon the child that is bound to affect its entire physical and mental development".\(^6\) Mandinka, Wolof and Fula were chosen because almost every Gambian child has a working knowledge of one or other of these languages. Sections 2.2.2 and 2.3.11 of the present study...
under the heading EDUCATION illustrates what is being accomplished in the production of reading materials in local languages and the role of these languages in literacy programmes.

1.6.3. Mother Tongue Education

Certain educationists believe that English should be used as the medium of instruction in schools from the very beginning, others see advantages in teaching in the mother tongue for the first two or three years. In The Gambia the medium of instruction is in English even in the infant classes and although it is satisfactory in certain areas it is difficult in others. In actual fact the mother tongue is used by some teachers in Primary classes to give simple instructions to the children because for most of them this is the only language they understand.

1.6.4. English

English is the official language of the country used in Government, Parliament, education and in commerce and internationally as a language of wider communication. To many it is a prestige language in the sense that it points the way to advancement and yet at the same time it presents a unifying solution to the national language question in a country which has several vernaculars.

In education much has been done in the past twelve years to improve the standard of English language teaching, a matter of vital concern not only for English but for every other subject for which it is the medium of instruction.

1.6.5. French

French is taught in Gambian secondary schools and classes for
adults are held at the Alliance Française in Banjul. President Jawara, commenting on the expansion of the French-teaching programme in 1972, said it was intended "to ease the communications problem. The Senegalese are doing something similar..." with the common objective to enhance "not only greater understanding of people, but also of our institutions, and this is where a good deal of the difficulty comes in - in the appreciation of the Senegalese of our English-type institutions, and appreciation by us, our civil servants, our judges, of Senegalese institutions, based on the French system."(7) Collaboration was therefore seen to be a problem among senior officials with different educational backgrounds and administrative training.

Both The Gambia and Senegal are encouraging English and French bilingualism, intensified no doubt by the Confederation and in the case of The Gambia by greater expansion of relations with other countries in Francophone West Africa. Fluency in French is thus an undoubted advantage and although Senegal has larger resources for the development of language teaching materials and research into French, English and the vernaculars at the Centre de Linguistique Appliquée of the University of Dakar, The Gambia can surely expect to share in these.

1.6.6. Arabic

Classical Arabic is the language of Islam, the predominant religion in The Gambia. Wishing to strengthen understanding of the Koran among Muslim children which means greater emphasis on the study of Arabic, it is Government policy to include Islamic studies in all primary schools and provide well-qualified Koranic teachers. The language is also of course a common factor in the religious relationships of Islamic countries with each other.
The linguistic situation in The Gambia indicates that given the resources to go beyond what it supplies at present the National Library could be the major disseminator of materials in these languages.
ORGANIZATIONAL CHART
OF THE EDUCATIONAL SYSTEM

Expected Ages at beginning of September, 1981

VOCATIONAL
  e.g.
  Teacher-Training,
  Agriculture,
  Nursing

SECONDARY TECHNICAL

SECONDARY
  HIGH

PRIMARY

FIRST DEGREE
  e.g.
  B.A., B.Sc.,
  M.D., L.L.B

UNIVERSITY

FORM SIX

1

2

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Notes: 1. Vocational Education: Teacher Training, Agriculture, Nursing
2. Secondary Technical
3. Secondary High
4. Form Six
5. Vocational Studies
6. Primary
7. First Degree
8. Expected ages in years at beginning of September, 1981

The Gambie: Central Statistics Dept
Education Statistics 1981/82
CHAPTER 2
EDUCATION

STRUCTURE OF EDUCATIONAL ADMINISTRATION

The Ministry of Education, Youth, Sports and Culture

Department of Education

Administration of the national school system through the following regions:

1. Banjul and Kombo St. Mary.
2. Western Division.
3. Lower River and North Bank Divisions.

Youth, Sports and Culture

Services including co-ordination of the following Professional Support Services:

1. Educational Planning Unit.
2. Curriculum Development Centre.
3. Book Production and Material Resources Unit.
4. Schools Broadcasting Service.
5. Non-Formal Education Services Unit.
6. School Building Unit.

2.1. STRUCTURE OF EDUCATIONAL ADMINISTRATION

The Ministry of Education, Youth, Sports and Culture is divided into two departments: (a) Education and (b) Youth, Sports and Culture, each headed by its own Director. The Department of Education itself has two sections:

(a) One covers the administration of the national school system which in turn is decentralized into four Education Administrative Regions. These are Region One - Banjul and Kombo St. Mary; Region Two - Western Division; Region Three - Lower River...
and North Bank Divisions and Region Four - MacCarthy Island and Upper River Divisions with Regional Education Officers located in Banjul, Brikama, Kerewan and Basse respectively.

See Maps 2 to 10 at the end of this chapter.

(b) The other co-ordinates the professional support services.

2.2. PROFESSIONAL SUPPORT SERVICES

Established under the Ministry and working closely with the Department of Education these are as follows:

2.2.1. The Educational Planning Unit deals with planning, statistics, finance and budgeting.

2.2.2. The Curriculum Development Centre manages an on-going curriculum reform programme at all levels of primary and secondary education and produces :syllabi, teachers' handbooks, visual aids and supplementary readers based on Gambian themes.

2.2.3. Closely allied to the Curriculum Development Centre is the Book Production and Material Resources Unit, the main purpose of which is to publish trial copies of curriculum materials, non-formal education literature and learning resources and large quantities of textbooks for the primary sector. As time allows, it also undertakes publishing for other organizations.

2.2.4. The Schools Broadcasting Service focuses on primary classes and aims to supplement and reinforce work in the classroom by:

(a) Giving professional assistance to untrained and unqualified teachers in order to improve their teaching standards.

(b) Providing lessons by radio taught by qualified and experienced teachers.

(c) Providing a link between teachers in remote areas and
educational activities in the capital and at Gambia College.

(d) Augmenting the meagre supply of teaching materials available to many teachers.

2.2.5. The Non-Formal Education Services Unit co-ordinates all field programmes and its Consultative Committee comprises representatives of the Agriculture, Medical and Health, Community Development, Education, Information and Co-operatives Ministries/Departments.

2.2.6. The School Building Unit is responsible for the maintenance of school buildings including library rooms.

2.2.7. The National Library provides a Schools Library Service using two mobile vans and book boxes. This is discussed in Part 2.

2.3. EDUCATIONAL INSTITUTIONS

2.3.1. Pre-Primary

A few privately-run nursery schools and kindergartens have been set up in the Banjul area and its environs.

2.3.2. Primary

Primary education is free but as yet non-compulsory. Admission age is eight years and the course lasts six years, pupils sitting the Common Entrance examination in Primary 6 for entrance to secondary schools. Approximately 40% of those who sit are admitted to secondary education, 30% to Secondary Technical and 10% to High Schools. In the Education Statistics for 1981/82, the latest year for which figures are available, enrolment in The Gambia's 161 primary schools was 48,949 pupils including 17,376 girls who represent 34.9% of the total. Teaching staff numbered 2,123 of whom 611 were qualified.

In addition to these schools there are community learning centres
as part of a project inaugurated by Action Aid, a non-profit making organisation whose overall aim is to improve the quality of life in rural villages. Up to four years of basic education is given to children aged six to fourteen by teachers who are unqualified but receive brief residential or on-the-job training. In November 1981 there were 34 of these centres upcountry with a total roll of 3669 students of which 1319 were girls. Concern has been expressed for the need for closer liaison with the Education Department and the Curriculum Development Centre as this project is responsible to another Ministry altogether.

2.3.3. Secondary Technical

Of the sixteen Secondary Technical schools, five are located in Region One, four in Region Two, four in Region Three and three in Region Four. Approximately 30% of those who sit the Common Entrance Examination in Primary 6 are successful in gaining entry.

These schools are designed to provide pupils with skills or trades to enable them to enter the labour market. At the end of four years they sit the Secondary Technical School Leaving Examination and some of those who score high marks may gain entry to High Schools.

There were 6,615 Secondary Technical students in 1981/82, 31.1% of these being girls and the teaching force was 378 of which 160 were qualified.

2.3.4. High Schools

The five-year course in the seven High Schools leads to the West African Examination Council's 'O' Level examinations. Two of these schools, Gambia High and St. Augustine's High (both in Banjul) have Sixth-Forms offering a two-year course which terminates in the General Certificate of Education 'A' Level examinations. Only those pupils
passing the Common Entrance Examination with the highest marks gain direct entry into High Schools – about 10%.

Five of these schools are in Region One (four of them in Banjul) and one each in Regions 2 and 4. Enrolment for 1981/82 was 3,402 with 142 in the Sixth Forms. Girls formed 28.9% of the total and teachers numbered 206 including 182 qualified.

2.3.5. Gambia College

The College, successor of Yundum College but wider in scope, was opened in 1982 and is housed in impressive new buildings in Brikama in Region Two. It consists of a School of Education training primary school teachers and Schools of Agriculture, Nursing and Public Health; the last two being located in Banjul close to the hospital. The normal entrance requirement is completion of four years in secondary school.

297 students were registered in 1981/82 and teaching staff numbered 38.

2.3.6. Vocational Training

The Vocational Training Centres cater mostly for students of fifteen years of age upwards, the largest age group being twenty-one years and over. Training is given in mechanical engineering, craft practice, motor vehicle technology, welding and fabrication, building, masonry, carpentry and commercial subjects with some students attaining City and Guilds qualifications and Royal Society of Arts Certificates.

These centres number five, two in Region One, one in Region Two and two in Region Three, with 405 students and 62 teachers. The enrolment will increase with the opening of the new Gambia Technical Training Institute at Kanifing, nine miles from Banjul and sensibly located close to the industrial area. It is expected that the Institute will be an integral part of the Gambia College and provide
courses up to the level of the British Higher National Certificate or Intermediate City and Guilds or the present-day equivalents of these together with training courses for teachers of technical subjects. There is also a Telecommunications Training Centre which does not come under the Ministry of Education.

2.3.7. **Agricultural Training**

With increasing emphasis on the importance of Agriculture to the nation a brief description of agricultural training is opportune.

The new curriculum for the Primary School syllabus contains a considerable agricultural science component which exposes pupils to what may be for most of them their main occupational activity in future. This agricultural/vocational orientation is continued at Secondary Technical level and attention has been given to raising the status of agricultural science in High Schools.

Apart from the three-year certificate pre-service training undertaken at Gambia College which has an output of twenty-five to thirty per year, in-service courses are conducted throughout the country for Agricultural Assistants. Farmer training courses are also carried out annually for about fifteen hundred farmers led by training teams who move from village to village to put into effect improved farming. The Department of Animal Health and Production runs two courses, one for the pre-service training of Livestock Assistants with 'O' Level qualifications and the other for Livestock Inspectors whose basic educational requirement is Secondary Four Leaving Certificate. Both courses last fifteen months and fourteen students are accepted on each.

2.3.8. **Tourism and Management Training**

To meet the needs of Tourism which is now a fair-sized industry, The Gambia Hotel School conducts courses of one to two years' duration,
the entrance requirements for which are 'O' Level or Secondary Four Leaving Certificate. 60 students per year are accepted and there are also in-service courses for those already employed in hotels.

Management courses for managers in the public sector were considered in 1975 in a report by Carlton Wood, a consultant from International Executive Services Corps in the U.S.A. He recommended the organization of local training courses at three levels and this report was followed by two others and a project proposal concerning the requirements for a Management Training Institute. It is not known what developments have taken place since then.

2.3.9. Higher Education

Since higher education and advanced training are not available in The Gambia scholarships are awarded to deserving students to enable them to pursue study courses overseas which are accorded high priority for manpower development. Most of these go to Britain, Ireland, the U.S.A., Canada, Sierra Leone, Senegal and other African countries. In 1980/81 170 scholars were engaged in study abroad.

2.3.10. Continuing Education

The Gambian Government document on Education Policy 1976-1986 proposes that the Primary School course should not mean the end of education for those who do not go on to a Secondary School. Instead there were to be programmes of continuing education for young people over 13 years of age who do not attend any formal education institution and also for adults. Projects in the youth programmes were to be relevant to each region and covering a variety of subjects - crop cultivation, animal husbandry, soil conservation, shoe-making, weaving, cloth-dyeing, road construction, etc. together with recreational activities. For adults programmes would include agricultural operations,
horticulture, poultry-keeping, co-operatives, public health, sanitation and adult education, while literacy schemes would be drawn up for both groups.

2.3.11. **Literacy Training**

The literacy rate for The Gambia at the time was 8.7%.

The schemes just referred to at the end of section 2.3.10 were intended to cover three areas, namely:

(a) Literacy in a local language concentrating **mainly** in rural areas to enable inhabitants to learn to read and write in a language they already know.

(b) Literacy in English around Banjul and the urban areas where there are sizable employing agencies whose employees require to read and write simple English in the course of their work.

(c) Advanced literacy classes for those who, having left school, may wish to improve their academic qualifications up to G.C.E. 'O' and 'A' Level. It was thought such courses would be part of the extra-mural activities at Gambia College.

A National Literacy Advisory Committee was formed in 1976 in response to the determination of Government to add literacy to its plans for developing the rural areas. It is a voluntary organization enjoying Government support and itself advises Government on such things as, for example, the setting up of the Non-Formal Education Centre under the Ministry of Education. From its inception until 1981 it conducted literacy classes and produced a number of publications.

By this time there were many agencies working in literacy resulting in heavy wastage, therefore there was a need to gather individual efforts into a united force. To this end a week-long Seminar on the Formulation of a National Literacy Strategy, sponsored by the Ministry of Education and UNESCO, was held in Banjul in October.
1981 with the aim of bringing together all relevant agencies and drawing up policies for the Non-Formal Education Centre in its role of co-ordinator.

In its Report\textsuperscript{(11)} the Seminar defined Literacy as the ability to read, write, calculate, communicate and understand the symbols of a given language within a community and consequently to apply the skills gained to improve the individual's standard of living. At the end of 240 contact hours adult learners should be able to:

(a) Read, understand and apply information relating to their daily life.

(b) Write for the purpose of communication and the recording of information.

(c) Do simple calculations relating to day to day transactions.

The target population was men and women between the ages of 15 and 40 and the ultimate goal was nationwide literacy by the year 2000 A.D. by means of:

(a) RADIO which teaches in conjunction with support materials already in the field, creates awareness of the importance of literacy, provides information on efforts in hand, mobilizes people into literacy groups and motivates participants, announces successes and celebrates special occasions.

(b) PRINT - newsletters, pamphlets, technical bulletins, posters.

(c) FILMS which are used to convey messages which reinforce literacy learning and can help to promote changes in attitude. Effectiveness, however, depends on relevance to the viewers.

(c) VILLAGE MEETINGS and DISCUSSION GROUPS.

2.3.12. Training for the Handicapped

The School for the Blind was successfully launched some years ago and an investigation into the training needs of those suffering from all forms of handicap is included in Government policy\textsuperscript{(12)} but
it is not known how far this has progressed.

2.4. **UTILIZATION OF SCHOOL BUILDINGS**

The turning to account of school buildings for evening non-formal education and community activities is strongly encouraged by the authorities since this ensures maximum use, provides additional educational and recreational opportunities, encourages school/community inter-relationships and helps to counteract juvenile delinquency. Many schools are open after normal school hours for adult literacy, home economics and other educational classes, sports, drama, group meetings, etc. Although in some areas school buildings are not as effectively utilized as they could be, as many as 76% of the schools in Region Two are reported to be used for additional non-formal education purposes. (13)

2.5. **FINANCE**

In 1980/81 total expenditure on education by The Gambia amounted to D16,552,000 (£4,138,000 sterling) of which Government contributed 94.9%. The rest was provided by religious bodies, private non-profit organizations and the very laudable TESITO (spirit of self-help) projects by local communities in the provision of buildings and badly-needed facilities in schools.

2.6. **EDUCATION POLICY**

In the Government Sessional Paper on Education Policy 1976 - 1986 the Minister of Education of the time stated in the Foreword:

"An Education Policy cannot be formulated in isolation from the overall aims and aspirations of Government's economic and social policy for development. Consequently, it has been our main aim to establish a policy that will be meaningful to our society." (14)
In the body of the document are these words: "A major objective of our policy, therefore, is to provide a continuing process at all levels... The policy will aim at developing the child's ability to think for himself... to know where to get the information and materials he wants."(15)

Surely these two statements could equally be applied to Library and Information Policy in The Gambia. Indeed the policy regarding the development of an Education Library Service is set out in the same document.(16) As, however, this is included in the Report on the Development of the Gambia National Library Service dated March 1972 - see Appendix 2 - it need not be repeated here.
The Gambia

KEY
- Primary Schools
- Secondary Technical School
- High School
- Divisional boundaries
- Main roads
- Secondary roads
- District boundaries
- Regional Education Centre

Colin Bentiyo - A school map of the Gambia 1980/81

MAP 2
REGION ONE-A
BANJUL
STREET PLAN AND SCHOOLS

KEY
- PRIMARY SCHOOLS •
- SECONDARY TECH SCHOOLS □
- HIGH SCHOOLS □

MAP 3
Colin Sentong - A school map of the Fonbi 1980/81

MAP 5
Colin Sontoza - A school map of the jambo 1980/81
Colin Entongo - A school map of the fomia 1980/81
CHAPTER 3
SOCIAL CONDITIONS AND EXTERNAL RELATIONS

3.1. FAMILY LIFE

A study of traditional family life in the region of Senegambia by B K Sidibé and W F Galloway\(^{(17)}\) describes the problem facing wage-earners of a powerful network of family obligations which eats away their resources and sometimes forces them to take desperate measures. A number of people live in an enclosed space, a compound as it is called, and the head is usually the eldest male member of the family which founded it. The first claim on individuals is their compound family but their feeling of responsibility extends to all members of their lineage summed up in the term "extended family system" with emphasis on the sharing of material wealth.

Great changes took place however after the Second World War especially in the Provinces. The appearance of large quantities of consumer goods, greater development by the Colonial Government and more employment opportunities led to migration to urban areas in search of jobs. Expanding educational opportunities resulted in an interest in new ideas including the Western ideal of individualism and personal freedom. Young people began to look elsewhere for authority such as textbooks, radio, cinema, the opinions of their peers and of a few admired figures on the world scene.

The writers claim that family life has been disrupted while only succeeding in substituting a kind of half-understood individualism. Although accepting the need for some changes in traditional thinking they blame the educational system for failing to show young people who they are and where they come from, to point out that their traditional culture has its own validity and to provide standards whereby they can satisfactorily blend the old with the new.
3.2. **WOMEN IN THE GAMBIA**

According to another study by B K Sidibé and W F Galloway\(^{(18)}\) the separate roles of men and women became more pronounced when Islam took strong root among the Senegambian peoples and the traditional woman was persuaded to accept man as her superior. They have always had separate roles in economic life, such work as rice and vegetable cultivation, cloth-dyeing, pottery-making, poultry-keeping being considered women's work together with housekeeping and child care. Women play an important part in village affairs as well as in the towns and no social function affecting both sexes takes place without active participation by both men and women. Gambian women are more than capable of organizing and directing themselves, they are voluble and not afraid to speak out and express themselves. Although there may be "firmly held male views on female political incompetence", to quote the authors\(^{(19)}\) there was no doubt about the enthusiasm to cast their vote in a general election observed among the women who a few years ago formed a long queue at the National Library which was a polling station for the day.

The traditional attitude to female education is one of reluctance on the part of the men because it is felt a daughter will be "spoiled", unwilling to do hard sustained labour in fields or at home and obey husband and in-laws as readily as she should. Yet women in The Gambia are to be found in the professions, the Civil Service, business and vocations at all levels, they look after homes and families, take part in cultural and other activities and are playing a very important part in the advancement of the country including the library field.

3.3. **RELIGION**

The vast majority of the people, about 85%, adhere to the Muslim
faith and approximately 10% are Christian while animist beliefs still persist to a limited extent.

3.4. HEALTH AND WELFARE

The Gambia suffers from major health problems in the field of tropical diseases especially malaria, trypanosomiasis and bilharzia and the infant mortality rate is high. In the provision of health care and social welfare the Government does the best it can with the resources available but these are far from adequate.

3.5. CULTURE

The National Museum. The idea of the establishment of a National Museum was mooted several years ago as The Gambia was one of the few countries in Africa which did not have one. However priorities lay elsewhere and although a considerable amount of material was gathered together it was not until 1980 that a cultural and historical display was created at the express wish of the President of the Republic Sir Dawda Jawara. There were not sufficient funds for an entire museum so as an interim measure an experimental exhibition was mounted to serve as an indication of what the completed museum would be like. This was opened on Independence Day 1981 and by a strange turn of fortune is housed in the old National Library building. But what a transformation this building has undergone. It has been skilfully renovated and decorated, carpeted, beautifully laid out and surrounded by a well cared for garden. The range of exhibits is wide depicting Senegambia history, society, costume, culture, crafts and artifacts from the earliest to recent times. The first issue of the Gambia Museum Bulletin was issued in February 1981 while The Gambia Cultural Archives publishes occasional papers and has for some years been building up an extremely valuable collection of taped oral archives.
Music. Stringed instruments predominate in the music of professional musicians known as griots or jalis. The kora is perhaps the most unique and best-known instrument of The Gambia, a 21-stringed harp-lute plucked by the fingers but there are other lutes, flutes and the balafon which is a type of xylophone. Each ethnic group has its own types of drums of specific tonality, used for specific purposes, e.g. to accompany dancing, work parties, to warn of the approach of fire, to announce a death, etc. Percussion instruments are also used a great deal - wooden clappers, tubular iron bells, rattles, whistles and vigorous handclapping.

Songs are performed by both men and women and are very often praises or historical narrations. Dancing is very energetic, again executed by both sexes, and each tribe has its own particular variety. The National Dance Troupe is well-known throughout the country and beyond. Sometimes dancers wear masks such as the Mandinka Basango Kankorang which is made of leaves and bark and the accompanying dance consists of jumps, fast footwork and menacing gestures or Kumpo a mask of the Jolas which makes the performer look like a whirling haystack. Masks are a part of the traditional culture resulting in a non-human appearance and giving the impression of a spirit-being.

Western-style "pop" music has a place alongside traditional especially among younger people as it is broadcast and performed by local groups. Choirs too contribute to the musical life of Banjul.

Literature and drama. The most famous of Gambian writers is Dr. Lenrie Peters, a practising surgeon who has written a novel The second round and some volumes of poetry notably Satellites while his poem Katchikali has been developed into a folk opera. Also a fine musician and interested in all cultural matters relating to The Gambia, Dr. Peters is an outstanding figure as Chairman of the Gambia Library.
Board. Dr. Florence Mahoney, also a Gambian, writes stories about the country and short stories, poetry and plays are published in the literary magazine Ndaanan produced by The Gambia Writers Club. Local playwrights include Swaebou Conateh and Gabriel Roberts and there is considerable interest in drama and other cultural performances.

Crafts such as wood-carving, silverwork, leatherwork, pottery, tie-dyeing of cloth, batik work and garment-making provide employment for many and sports are very popular especially football, wrestling and fishing.

International interest in The Gambia in recent years has gained some momentum with the publication of Alex Haley's book Roots and the subsequent television adaptation.

3.6. RELATIONS WITH OTHER COUNTRIES

The Gambia is a member of the United Nations, the British Commonwealth, the Organisation for African Unity, the Non-Aligned Movement, the Islamic Conference, the Economic Community of West African States (ECOWAS), the African Groundnut Council, the West African Rice Development Association (WARDA), the Ministerial Council of the Permanent Inter-State Committee on Drought Control in the Sahel and is an associated state of the European Economic Community. Her main trading partners are Britain, Japan, China and France and expansion of these is planned.

In West Africa itself she has long-standing relationships with the Anglophone countries - Sierra Leone, Ghana, Nigeria and to a lesser extent Liberia. Of the Francophone states she is in several senses closest to Senegal particularly with the advent of the Senegambian Confederation. In addition the common factor of drought and essential measures for its control among the Sahel countries - Cape Verde Islands,
Chad, The Gambia, Mali, Mauretania, Niger, Senegal and Upper Volta - has brought The Gambia into a new relationship with French-speaking West Africa.

3.7. RELATIONS WITH SENEGAL

Senegal is a much larger country than The Gambia - 76,000 square miles surrounding The Gambia on three sides - with a population estimated in 1980 at 5.7 million of which 800,000 live in the capital Dakar. One of the most important ports in West Africa, Dakar has an agreeable and impressive facade as becomes the former capital of French West Africa. It is the regional centre in West Africa for certain international bodies and houses a large number of diplomatic representations.

There is a popular saying that every Gambian has a Senegalese cousin and certainly the two countries have important characteristics in common. They share similar climatic conditions, ethnic groups, religion, indigenous culture and several vernaculars (of which Wolof is predominant in Senegal) and a multi-party political system. Likenesses in the economic sphere are to be seen in:

- the importance of agriculture
- cultivation of groundnuts as the main cash crop and the need to diversify
- the value of the fishing industry
- the necessity for developing each country's main river - in Senegal the Senegal River Valley
- the effect of drought, the rise in oil prices and fluctuations in international trade and dependence on external aid.

The dissimilarities lie first of all in the different colonial experience of each country. Whereas Britain exercised indirect rule through tribal chiefs in The Gambia, France followed a policy of assimilation in Senegal and felt it was her duty to spread her language
and culture to produce educated French Africans, following the educational system of metropolitan France. Today the ties with France are still very close, there are 20,000 French people living in Dakar, the official language of Government, commerce and education is French and the education system largely follows the French model.

Leopold Sédar Senghor, President of the Republic from 1960 to 1980 and an outstanding poet in his own right, has had remarkable success in reconciling his admiration for French values and institutions with his own concept of "négritude". When formulated in the early 1930s this could be described as a search for African identity but of later years the extreme attitudes of earlier days were modified and it is regarded now as "the sum total of all the cultural values of Africa"... just as Africa must assimilate "the fecundating elements of the modern way of life". (21)

Other divergencies to be seen in Senegal compared with The Gambia are a higher cost of living, a currency tied to the French franc and a greater number of industries including phosphates, flour milling, textiles, footwear, commercial vehicle assembly, chemicals, paint, asbestos, cement and others with potential envisaged in iron ore and oil exploration.

3.8. THE IDEA OF SENEGAMBIA

From the coming of independence to Senegal in 1960 and to The Gambia in 1965 until the birth of the Confederation in February 1982 there was a gradual and cautious process of co-operation between the two countries. In spite of Gambian fears of being swallowed up by a larger and more powerful neighbour, considerable co-operation between the two states was achieved in matters of:

- foreign policy and defence
- cultural exchanges and sport
- education, e.g. student visits; Gambians' attendance at the University of Dakar; the development of the Senegalese School in Banjul attended also by Gambian children - the initiation of the Gambia River Basin Project.

By the terms of the Confederation merger these are extended to include integration of the armed and security forces, economic and monetary union, co-ordination of policy in the fields of external relations and communications "and in all other fields where the confederal state may agree to exercise jurisdiction jointly". (22)

From the foregoing it will be seen that The Gambia enjoys relationships with many countries and organizations which gives rise to thoughts of the possibilities which might be pursued in the field of library and information services.
PART 2:

LIBRARY DEVELOPMENT
Prior to the 1930s libraries were virtually unknown in The Gambia. Undoubtedly there would be miscellaneous collections of books in the few existing schools, church missions and European clubs and according to Miss Ethel Fegan (23) who investigated the library situation in West Africa in 1942 even in the early part of this century many English-speaking African families had fair collections of books in their own homes, chiefly the Bible, religious works and standard authors.

In 1938 a move was made regarding the provision of a public library in the Gold Coast (now Ghana) where a committee was appointed and the suggestion put forward that the Carnegie Corporation of New York should be approached for a grant for the supply of books. The Corporation decided on an examination of the whole question of libraries in British West Africa as the basis of its assistance and commissioned Miss Margaret Wrong, Secretary of the International Committee on Christian Literature for Africa to do this. In 1939 she produced a report entitled Libraries - Nigeria, Gold Coast, Sierra Leone and Gambia. (24)

In her report Miss Wrong stated that there was no permanent "settler" population among Europeans in any of these territories and that any library service should serve all communities - African, European, Syrian and so on. Among Africans she found that some read anything a scholarly European would read and in the rank and file of those with a European education the main incentive to reading was a desire to acquire information relating to their jobs. An increasing number of people were able to read and write a letter but the majority were still illiterate.
Shortage of funds prevented adequate library development in schools and colleges and no adult education movement existed. Some Departments of Education and missions were making efforts to encourage reading among students and teachers. To make this more fruitful better library facilities and the development of a reading sense among teachers in training were needed.

The main obstacles to library provision throughout all of the territories were constant changes in European personnel and lack of trained African staff. Miss Wrong considered that adequate library services were a very important factor in the development of sound cultural contacts among the different communities and between Africans and the rest of the world especially as these four territories were being drawn more and more into cultural association through the growth of higher education. Her recommendations emphasised two points:

(a) Making use and strengthening of existing libraries.

(b) A three-year grant from the Carnegie Corporation was necessary to launch library services on a territorial scale but it should be of an experimental nature and eventually the entire support would come from local bodies.

She paid more attention to Nigeria and the Gold Coast than to the two smaller colonies. With regard to The Gambia she said that the general standard of education was high but the financial position was poor. The establishment of a public library was only possible with outside assistance, therefore she supported the Colonial Office request for £600 from the Carnegie Corporation to do this as it would serve a useful purpose and meet a real need.

With the outbreak of World War 2 that same year any plans for library development in West Africa were shelved and nothing further
took place until 1942 when Miss Ethel S. Fegan, F.L.A., the first woman to gain Fellowship of the Library Association (in 1914), was asked by the Carnegie Corporation of New York to undertake a survey of the same four territories to supplement Miss Wrong's report. Miss Fegan's survey is entitled Report on Library Needs in British West Africa and was the result of a year's investigation to see how far any of it might be put into practice before the end of the War.

Her findings can be summarised under the following headings:

(a) Existing School and College Libraries.

The Director of Education in each colony should be left to decide which secondary schools and colleges should benefit from any grants provided and the heads of these institutions would draw up lists of books required in consultation with their staffs, perhaps with the aid of select lists circulated from abroad.

(b) Library Training School.

As training in librarianship for Africans was essential and a matter of urgency it would be advisable to establish a single temporary training school in West Africa to be administered by a European for approximately three years. This would get the whole plan started and she recommended the Gold Coast as being the best place as a proposal had been made to introduce a lending library service for the whole of that country in accordance with Miss Wrong's suggestions. This promised to be an admirable training ground as students would learn from first-hand experience points to be considered in setting up a library service from its foundation.

Miss Fegan visualized a thorough training of at least a year to be given to men or women of good education, preferably not
under 25 years of age and with some experience in teaching or administration. Two or three should be sent from each Colony and return to take charge of a designated library and train his/her own assistants. Any specially well-qualified such African might later act as a general supervisor of libraries in his own country or an experienced European librarian could be appointed from time to time to tour British West Africa and advise, encourage and consult with senior African librarians.

The suggested programme for the European librarian to be appointed to the Gold Coast was as follows:

1. To supervise the building and stocking of the Gold Coast Lending Library and to organize branches; to supervise any required rearrangement of existing libraries.

2. To train selected Africans for all four Colonies.

3. To settle these librarians when trained into their posts in the various Colonies and advise them in their work.

(c) Co-operation With the British Council

Miss Fegan had considered the Carnegie library scheme as an independent one but it would gain enormously she felt and many of the more pressing problems would be solved if it could be combined with any Institute set up by the British Council. The library is an integral part of such an Institute and would ensure greater permanence and better administration. It would have its own librarian but would work in conjunction with the other activities of the Institute and would be under the supervision of the British Director of the Institute. If possible it should be in the same building but if this was not feasible it should work very closely with
the British Council. She had long felt that libraries in West Africa would do far more valuable work and have more chance of support and permanence if they were combined with other cultural activities such as lectures, classes, debates, drama, etc.

(d) The Needs of The Gambia

The writer understood that the British Council was considering the establishment of an Institute in The Gambia and she stated that the Council could hardly place an Institute where it was more urgently needed. The Carnegie Library would then take its place as an important part of this and the whole of the agreed grant of £600 could be spent on books. She maintained that if adult classes in commerce and handicrafts formed part of the activities this would not only meet a need in the Colony but also attract readers to the Library. At that time there was nothing to help school-leavers and therefore outside help was even more imperative than in the larger and wealthier Colonies.

At the time when the request was made for the £600 grant a building existed which could have been used for the Library but this had since been taken over by the military and consequently money might have to be found for a building.

It was possible that the Government might be able to provide up to £150 per annum for general upkeep and the Librarian’s salary. Miss Fegan also stressed that if a Library Training School was inaugurated in the Gold Coast it would be a great boon if the Carnegie Corporation could offer £100 for someone from The Gambia to go for training.

She therefore asked for further consideration of the needs
of The Gambia and Sierra Leone which seemed to her extremely important in view of the difficulties likely to arise in these two countries after the War. She requested an additional £2,700 to cover £2,300 for Sierra Leone and £400 for The Gambia.

The total grants suggested for each country were as follows:

(a) The Gambia £1000 to include the £600 already promised, an extra £300 for adapting, equipping, etc. and £100 as subsistence, etc. for one trainee for one year.

(b) Sierra Leone £3050.

(c) Gold Coast £6250 to include a European Librarian and Training School.

(d) Nigeria £8350.

In the end the Carnegie Corporation was unable to authorize these grants but this period coincided with the opening of British Council offices in some parts of West Africa and in 1943 the Council offered to implement the training proposals submitted to the Corporation. Miss Fegan was appointed to run the training school based at Achimota in the Gold Coast. The school ran for a year then closed and during this time no students from The Gambia participated. It was to be the year 1946 when the British Council opened its first library in The Gambia, the forerunner of the National Library Service as it exists today.
Apart from the minor collections of books mentioned at the beginning of the previous chapter and the small specialized libraries in Government Departments, the only other library was that established between 1944 and 1945 by Bishop Daley of the Anglican Mission. It consisted of a subscription library and reading room and continued to function until 1949. This was not the first time, however, than an Anglican Bishop in West Africa had seen the need for libraries and played a leading part in advancing their development. The Right Rev. John Aglionby, Bishop of Accra in the Gold Coast, opened a library in a boys' school in 1928 and made it available to anyone who wished to make use of it, he also made his own personal library available to his parishioners and did a great deal towards the establishment of the first public library in that country in 1946. Tribute is therefore due to these two reverend gentlemen who perceived what was wanted and did something practical about it.

5.1. THE BRITISH COUNCIL LIBRARY - Bookstock, Membership, Issues, Book Box Scheme, Periodicals

The British Council opened its Centre and Library in The Gambia in 1946 with a bookstock of about 4000 volumes which rose to a peak of 17,000 in 1959 and was approximately 16,000 when the Council closed down in 1962. During these years adult membership varied from 266 to 589 annually while juniors fluctuated between 104 and 475. In the earlier period Europeans outnumbered African members but by 1954 a change took place and African readers were found to be in the majority. Up to 1951 membership entailed the payment of a deposit recoverable on
cessation of membership. Small wonder that there was a tendency among younger Africans to regard this as a form of savings to be withdrawn as soon as a pressing need was felt. Shortly afterwards the deposit system gave way to an annual subscription for both town and country readers which allowed them to participate in all Centre activities including use of the Library. In 1959, for example, the fee for adults was 12 shillings per annum and for juniors and students 6 shillings. Up-country members, i.e. book box subscribers, paid either £1 per annum entitling them to a large box of 50 books or 12 shillings for a small box of 20 books.

The number of books borrowed directly by town readers ranged from 10,000 per annum to a record 20,623 in 1957 which was followed in subsequent years by a decline culminating in 16,000 shortly before the library closed. These issue figures do not however tell the whole story. Book boxes were despatched up-country from the very early days of the Council’s operation, travelling on the Government river steamers free of charge. At that time the scheme was almost entirely confined to Europeans as the reading public among Africans outside Bathurst was very small but as time went by a substantial number of Gambians could be noted among individual book box holders. By 1951 the number of boxes in use had risen by 50% but the next year could not claim to be entirely a success story as the experiment of sending boxes to the community centre at Mansakonko and to the Prison at Mile 2 was a failure and in one case a costly one. 7 books were lost or damaged at the Prison and Mansakonko returned a full box of 50 books but 45 of these did not belong to the British Council! The second half of the 1950s again saw an increase in the use of boxes and by 1959 3000 volumes were on loan up-country plus sets of 100 books each to schools, Yundum Teachers Training College and the British Consul-General at Dakar, Senegal.
There was always an immense demand for periodicals and the Council's presentation of subscriptions to various institutions and organizations aimed to fulfil this as far as the allocation would allow. It had been decided that a far wider and more beneficial distribution would be achieved by suppressing some higher-grade expensive journals in favour of more elementary ones. On occasion the presentations were increased in number as for example in 1950 on account of the opening of the new Native Authorities' Reading Rooms. Presentations were intended to last for two or three years only after which time the recipients were expected to pay for their subscriptions themselves. Records are not available to indicate how far this was done over the years but recalling the shortage of funds throughout the country it is highly likely that the Council's periodicals distribution was the only source of supply for many people in The Gambia.

5.2. **ADMINISTRATION**

The locally-engaged staff in the Library, almost always Gambians, were responsible for desk duty, routines, typing, book processing, filing, preparation of accessions lists, the book box scheme, the Junior Library and the answering of enquiries as far as their experience would allow. Some new books were selected by the Representative, the remainder by the Council's Books Department in London and all were received already classified and complete with catalogue cards. Any other books received, notably a collection of 350 donated in the 1950s by the Carnegie Corporation of America, were classified and catalogued by the local staff.

The need for professional assistance is reflected in the reports of three visitors from outside the Gambia in 1950, 1956 and 1959. The first of these was Miss Evelyn Evans, Director of the Gold Coast Library Services and a former British Council Librarian. The Representative of
the time refers to the immense benefit derived from her visit and states that her recommendations were adopted but does not elaborate as to what they were.

Mrs. W.E. Page, British Council Librarian in Nigeria, was invited to the Gambia in 1956 to examine the Council Libraries and make suggestions for their improvement. (26) She found the Adult Library pleasantly housed, attractively set out and very much appreciated by members. Closer scrutiny, however, revealed a need for a considerable amount of weeding of stock, rebinding, catalogue revision, the compilation of a classified catalogue or completion of the shelf list to enable stock-taking to be done and then stock revision to be undertaken. Mrs. Page's findings regarding the Junior Library are given in section 5.3 under Services to Children. She suggested that an experienced Librarian should be sent to The Gambia for three months to undertake the following tasks:

1. Set up the Junior Library afresh.
2. Complete the shelf list for both libraries and compile a subject index.
3. Conduct a stock-taking and revise the stock.
5. Give further training to staff.

She also recommended that a junior assistant should be appointed to free the Librarian from some routines and that there should be a brief biennial or triennial visit of inspection from a professional librarian in one of the neighbouring territories. Her report emphasized that the libraries were probably the most important feature of the Council's work in The Gambia and therefore a high standard was required. Moreover they were likely to be for some time the only real libraries in the country and would certainly be the pattern for any public library service which might be established. The Council
Representative, finding Mrs. Page's visit extremely useful, declared that it should be repeated at regular intervals and a number of her recommendations were implemented that same year.

Three years later another British Council Librarian from Nigeria, Mr. John Schofield, paid a two-week visit to The Gambia to look at the Council's library operation and this would seem to fit in with Mrs. Page's idea of a triennial visit. He found the Centre and Libraries well sited and got an impression of tidiness, cleanliness and airiness. A new annexe built out from the existing adult library provided space for 5000 books so no expansion problems were envisaged for some years.

He described the organization of routines as being good, new books processed and catalogue cards filed promptly and book displays attractive. Much work had obviously been done in the previous two years towards improving the catalogues and they could be said to be fairly reliable. The classification of older books lacked consistency but the later classification was much better and so Mrs. Page's recommendations had been carried out in this respect.

The weaknesses Mr. Schofield found were:

(a) Lack of professional training among the staff and also of knowledge in the use of books.

(b) Book selection policy. The African readers in the adult library belonged overwhelmingly to the 16 to 25 age group and they used it to improve their English, for definite study purposes, to widen their general knowledge but only rarely for recreational reading. The stock appealed to the above-average European, the Arts were overloaded and in certain subjects advanced and theoretical studies were provided but not enough at the elementary and intermediate stages.
His conclusions were:

(a) The book selection policy should be revised to include not only elementary and intermediate textbooks in all relevant subjects for the lending shelves but small sets of standard textbooks should also be added to the Reference Library.

(b) When the Librarian Ms. S.P.C. N'Jie was qualified to take professional examinations she should be given an opportunity to qualify at a British School of Librarianship. She did indeed go to the United Kingdom for training the following year.

5.3. SERVICES TO CHILDREN

Throughout the whole of its history in The Gambia the British Council provided a service to children by means of its separately housed Junior Library in Bathurst, some 400 yards from the main Centre Library. It is reported that in the early 1950s there was a demand for picture books but little interest shown by the children in school or adventure stories. Indeed there was a falling off in the use of the Junior Library in 1952 and little further mention is made of it until 1956 when Mrs. Page visited The Gambia as referred to in section 5.2. She described it as a large airy building which could be made very attractive but found that only a small proportion of the stock was ever used, the same few popular books being borrowed again and again. The remainder were unread, many of these being the "junior novel" type of book lacking large clear type, simple text and coloured illustrations. There was a desperate need for rebinding or replacements and eye-catching arrangements and displays. She made these recommendations:-

(a) The existing stock to be replaced by more suitable books - 800 volumes required for a start then regular buying.
(b) The Library to be closed down and reorganized.

(c) The reopening to be given maximum publicity especially to schools and parents and there should be continuous contact with the former.

(d) Story-hours should be revived and film-shows continued.

Mrs. Page intimated that increased expenditure on children's books would mean a fall in additions to the adult stock but it would be wise to give more attention to the younger members.

As a consequence of her report the Junior Library was closed in May 1957 for cleaning and reorganization. The reopening was such an important event in the life of the community that the wife of the Governor accepted an invitation to perform the official ceremony. The popularity of the new books, suitably chosen for young and inexperienced readers, was overwhelming. The numbers of children were too great for a single librarian to handle and as time went on the books were wearing out faster than the allocation could replace them. This success continued during the next year but in 1959 a thoroughly unsuccessful year was reported in the Junior Library. The librarian could not cope and there were staggering losses of books, stolen or damaged beyond repair. There was a strong unruly element among the junior members and it was suspected that many books were passed out of windows to friends outside. Action was taken to improve the situation - a new librarian was appointed; the age groups allowed to use the library were changed from 7 to 14 to 9 to 14 as the younger ones were considered too young to look after books; non-members were not allowed to enter the library; applications for membership were to be supported by a teacher; security was improved. The next year revealed the reduction of book losses to a mere handful and although loans also decreased it was found that many children preferred to read in the library rather than take books home.
1961 saw the demise of the Junior Library under the auspices of the British Council. This was not a good year in that the librarian found great difficulty in persuading the children to look after the books properly. In addition she was due to go on three months leave and the future of the Council in The Gambia was uncertain. It was therefore decided to close the Library at the end of the year, hopefully as a temporary measure. Fortunately it did reopen at a later date under National Library auspices.

5.4. SERVICES TO TEACHERS

In addition to book parcels and boxes a special facility for teachers was set up in 1956 when a small room in the British Council compound was earmarked as a Teachers Library. Books on various subjects including specialist books on teaching were provided and the teachers themselves supplied a roster of supervisors but under the general supervision of the Council Librarian. The room was also made available for meetings and private study and although not greatly used except for meetings of the Gambia Teachers Union it was felt to be well worth continuing.

5.5. STAFF

It is interesting to note that from 1951 the salaries of the Library staff were paid by the Gambia Government which is an unusual practice in institutions run and financed by the British Council. This meant, however, that when the Council eventually closed down in 1962 and its functions were taken over by the Government of the Gambia, the Library staff did not lose their posts.

There were of course no qualified librarians and over the years the Council Representatives must have experienced considerable staffing difficulties. Some of the staff were sent for attachments of several
months to the Gold Coast Library Board, later the Ghana Library Board, in Accra. Following Mrs. Page's visit, a qualified part-time library-trainer was appointed on contract in 1956 and much was done to improve the organization and service. On completion of the trainer's contract Ms. Sally N'Jie was put in charge of the Library and she and another trainee were encouraged to take correspondence courses with a view to sitting the General Certificate of Education at 'O' Level. Ms. M'Jie attained 5 passes in this in 1959 and was sent by the British Council in September 1960 to the United Kingdom for library school training, passing the First Professional Examination of the Library Association in June 1961. She went on to gain her Associateship in 1963 and then returned to The Gambia to assume responsibility for the National Library as the British Council Library was later redesignated after the transfer to the Gambia Government took place. Ms. N'Jie is now Chief Librarian of the Gambia National Library Service.

5.6. ACHIEVEMENTS OF THE BRITISH COUNCIL IN THE GAMBA

Because of enforced reductions in expenditure the British Council in The Gambia closed down in 1962. What did its library services achieve in the sixteen years of its existence? A very great deal from all accounts as the following summary shows:

5.6.1. Services in Bathurst. In addition to the Adult and Children's Lending Libraries there was a reference and information service and a regular monthly programme of activities including film shows, lectures, gramophone recitals of speech and music, meetings of the English Group, Play Reading Group and even Scottish dancing and table tennis enthusiasts were catered for. We do not know how much these activities influenced use of the Libraries but we can guess at a fair amount.
5.6.2. Services in the Provinces. Books were made available to people in the Provinces for the first time. The Representative undertook several tours each year, calling on Divisional Commissioners, Chiefs, village headmen, schoolmasters, giving film shows in villages and lending films where projectors were available. Loans of book-boxes, films and records were also made to Dakar. For the first time too these services and activities were aimed particularly at Gambians.

5.6.3. Services to Education. As well as the provision of the Teachers Centre, book parcels/boxes and periodicals subscriptions for educational institutions, the Representative maintained close relations with the Department of Education, schools and youth clubs. In addition he lectured at the Teachers Training College, ran courses at the Centre for GCE candidates, dealt with educational enquiries and maintained contact with the Department of English at the University of Dakar. He would handle scholarships and educational visits to the United Kingdom by Gambians and Council-sponsored visitors from Britain to The Gambia, also attend seminars and summer schools being held in The Gambia with which the Council was connected.

5.6.4. The Council Library was the forerunner of the National Library and later the Gambia National Library Service. Despite the closure in 1962 the British Council headquarters in London has continued to this day to assist Gambian libraries as later chapters will show.

Shortcomings in the service there undoubtedly were and the Council itself—both in The Gambia and in London was in all probability conscious of this. Battling against overwork in a one-man post with no professional staff to assist him and faced with limited funds, it is a marvel that each Representative was able to do so much in the library field. Where there is no qualified librarian book selection often
poses difficulties, as it obviously did in The Gambia from time to time, because of insufficient knowledge of the book world and lack of time. The selection carried out by professional librarians at British Council Headquarters in London, good as it might be, could only be second-best to one of their team on the spot. Nowadays headquarters staff are assisted in becoming familiar with the stock of the overseas libraries through the Council's Global Cataloguing Service which produces print-outs of individual catalogues but this too has its limitations. In any case most of the selection is done in the overseas countries. Failing a qualified librarian at post, however, perhaps consideration should be given to more intensive training in book selection and library administration for Assistant Representatives before they go abroad. It is Council policy to arrange working visits to posts by librarians from neighbouring territories or from London and these are invaluable.

Throughout the world the British Council is rightly held in high esteem and very often regarded by many local people with great affection. The Gambia was no exception. This can be summed up by the fact that a sign "British Council Library" was still at the entrance gate in 1969 - seven years after the closure - and a notice in the official Government newsheet announced the point of departure for an outing as the "British Council Library".
CHAPTER 6
FROM BRITISH COUNCIL TO NATIONAL LIBRARY 1963-1970

After the transfer of the British Council Library to The Gambia Government in 1963 the latter paid for the staff and upkeep but supplied no new books whatsoever. No doubt the Council contributed to the book supply to some extent in the succeeding years but by 1967 because of forced economies it had to reduce the number of books and magazines. The result was the decline of the Bathurst Library which prompted the British High Commissioner to write to the British Council in August 1967 asking that the supplies of publications be reinstated. The Council agreed and supplies were resumed later that year.

These were not however sufficient to put the Library on a proper footing, helpful as they were. In the next year or so visitors noted that although there was a lot of good basic stock, particularly in the Reference Library, a large proportion of the books required rebinding or withdrawal. The sad little Children’s Library was distressing and the Reading Room was underused, dominated as it seemed to be by Soviet News and The Watch Tower. This was in marked contrast to the plentiful supply of newspapers and periodicals in the British High Commission Reading Room where every chair was occupied and in that of the United States Embassy. In addition the Library had a run-down air - shabby tables and chairs, badly-printed shelf guides, torn posters, unattractive decor - so it was obvious that there was not enough money forthcoming from the Government to maintain it properly.

All of this must have been very galling for the Senior Librarian. Despite a welcome offer from the British Council of a books allocation of £400 for the year 1969/70 her difficulties were increased with the arrival in April 1969 of a much-needed Mobile Library presented by the
U.S.A. This was an excellent vehicle built in Britain with a capacity of 1100 volumes but no books were provided either by the Americans or by the Government. The Governing Body of the Library was very much aware of the problems as it met three times between April and July 1969. In its discussions the need for a new building was mentioned although one member thought the renewal of bookstock was more important. There is no record to hand of the outcome of these deliberations.

Meanwhile the British Council in London was also unhappy about the situation. A more plentiful supply of new books was needed and it was suggested that supplies from 1970/71 should be conditional on Gambian spending of an equal sum on books. Since the country was providing recurrent costs it was wondered whether the British Council might discuss with the Gambians the possibility of assistance from the Council's Public Library Development Funds. It was not too small a country to qualify for a PLD grant to refurbish, re-equip and stock the present library or establish new premises. There was no question of an elaborate national library scheme; it was preferable to get the Bathurst Library on an adequate footing rather than continue to spend £400 per annum on what was clearly an unsatisfactory situation for all concerned. A visit from a member of staff from the Council's Books Department was recommended to suggest improvements where necessary and consider the question of a grant from PLD funds on a very small scale to provide a library service. As a result, Mr. R.A. Flood Deputy Director of Books Department visited Senegal and The Gambia in March/April 1970.

While in The Gambia Mr. Flood had discussions with the Library Committee which consisted of the Deputy Chief Education Officer, a representative from the Ministry of Local Government, two from the Gambia High School and Ms. N'Jie the Senior Librarian who was Secretary of the Committee. He also met officials of the British High Commission and visited the "Ex British Council Library" as it was now called, the
libraries of Yundum College, the Gambia High School and St. Augustine's Secondary School.

He found that there was pressure for the British Council to return. The Second Secretary Commercial at the British High Commission had insufficient time to devote to the work normally done by the Council and the High Commissioner himself made the point that teaching to read in English coupled with the provision of materials to encourage the reading habit were vital to the future development of The Gambia and essential to the effective use of technical aid.

Mr. Flood confirmed that the Library had deteriorated considerably as a result of inadequate finance but in one respect it was successful in that the Mobile Library was almost continuously on the road, having travelled 22,000 miles in eight months and gained 2000 new members mostly children. The Senior Librarian must often have wondered how she was going to keep up this momentum with only £400 per annum to spend on books for both libraries.

The only other source of supply was the Ranfurly Library Service donations plus spasmodic gifts from local residents and a large proportion of the Ranfurly books were unsuitable for either of these libraries or for schools. A strong link between The Gambia and Oxfordshire County Education Department had been in existence for some time and this caused Mr. Flood to consider the possibility of some form of books supply by which books collected and vetted by Oxfordshire teachers and the County Library Service might be transmitted to The Gambia via Ranfurly. Books were despatched from Oxfordshire to Gambian schools from time to time but whether through Ranfurly is not known.

Mr. Flood found that there was a real need and demand for library services and the attached memorandum, Gambia Library Service
April 1970, sets out his recommendations. See Appendix 1. Meanwhile the British Council agreed that support of the Bathurst Library should be continued at the level of £400 per year pending the possible setting up of a Public Library Development project which would embrace it.
CHAPTER 7
THE MOVE TOWARDS CHANGE 1971-1972

7.1. The Library Adviser appointed by the Overseas Development Administration, Foreign and Commonwealth Office was Mrs. Mary A. Thornhill FLA who had had extensive public library experience in Britain and USA, a year at the Scottish Central Library in Edinburgh and Government library service at the Patent Office in London. She had spent five years in Jamaica as Librarian of the Institute of Jamaica, at the same time being a member of the Jamaica Library Board which was responsible for the country-wide library service there. She then joined the British Council and over eleven years until her appointment in The Gambia served as Council Librarian in East Pakistan, Fiji and Senegal and also worked for two spells in Libraries Department in London. She was already familiar with The Gambia having made several visits there from Senegal.

Mrs. Thornhill was initially appointed for six months with the following terms of reference:

"To draw up a costed development programme for the Gambia Library Service and supervise its re-organisation on lines suggested by Mr. R.A. Flood, advising on any necessary legislation."

She arrived in The Gambia in October 1971 and immediately plunged into discussions with staff at the National Library, the Ministry and Department of Education and the British High Commission. All aspects of the Library were examined thoroughly and at the same time she found out as much as she could about the country and studied all relevant printed matter. To illustrate to the Gambian authorities what other countries in Africa and the West Indies had done to develop their libraries she wrote to the National Library Services of Nigeria, Ghana,
Sierra Leone and Jamaica to elicit annual reports, library legislation, school library services material, etc and some useful items were received. Visits were made to a large number of educational institutions, other libraries (to determine the extent of their resources), the Education Department book store, the Government Printer and the two bookshops in Bathurst.

Exploring the Provinces the Adviser spent some time on the Mobile Library as it toured schools outside the capital and went "on trek" as it is called in The Gambia to each of the Divisions of the country, meeting Divisional Commissioners and other Civil Servants, members of Area Councils and visiting schools.

Her recommendations for the Library Service in both the short and long term are set out in her Report on the Development of The Gambia National Library Service in Appendix 2 of this study but it is of interest to describe in more detail some of the events and progress leading to these.

7.2. LEGISLATION

The existing Library Advisory Committee to the Ministry of Education consisted of the Deputy Chief Education Officer (Chairman), the Deputy Secretary-General President's Office and two members of staff of the Gambia High School with the Chief Education Officer as an ex-officio member and the Senior Librarian as Secretary. It did not hold regular meetings, having met twice during 1970 and not at all in 1971. All of the members were eager to improve the service but baffled by the great difficulties caused by lack of money.

It was essential that the proposed library service should have a legal entity and as a beginning the Laws of The Gambia (28) were checked for the law relating to Area Councils, Bye-Laws, Statutory Boards, Copyright and Legal Deposit. The East Central State of Nigeria Library
Edict of 1971\(^{29}\) and the Ghana Library Ordinance\(^{30}\) together with other Board Acts relating to The Gambia were examined, amended and annotated in order to produce an appropriate draft for a Gambia Library Board Act and talks were held with the Solicitor General who is responsible for legal drafting.

7.3. ADMINISTRATION AND STAFF

During 1971 a total of 2430 books were issued to adults from the Bathurst Library, slightly more to Europeans than to Africans, and 2647 to children, divided almost equally between boys and girls. No statistics for Mobile Library loans were available but 54 Book Boxes were found to be on loan at one time.

The Senior Librarian, Ms. Sally N'Jie ALA, was the only qualified librarian in the country. She and each member of staff described his/her educational background, library duties and ideas on careers. From this it was obvious that an intensive programme of in-service training would be required given by the Senior Librarian and Adviser to go hand in hand with changes and improvements in administrative procedures. Later training abroad for selected members of staff would be arranged in Britain and in Africa and to this end courses were investigated and costings calculated.

To determine appropriate salary scales for the staff it was necessary to compare similar posts in Government Departments such as Information and Broadcasting, Education and the Public Records Office, and the Establishments Office explained such things as entrance requirements to each scale and movement from one to another.

7.4. BUILDING

The existing building consisted of a Lending Library, Reference,
Reading Room, a small separate Children's Library and next to it a larger room which was used for holding examinations and meetings of local societies. Towards the end of 1971 the latter was allocated to the English Language Adviser as there was no space for him and his resources in the Education Department and he set up his English Language Centre there. The Ministry of Education agreed to put into action essential repairs and redecoration of the main Library building and a sum of £1150, to come from external capital aid, was considered necessary to re-equip the Library immediately until such time as a new building was constructed.

A sketch plan for a new library building had been drawn up earlier in the Architects Section of the Public Works Department. This was examined and costs and alternative sites discussed with the staff there, the Chief Architect at the same time emphasising that they would be unable to undertake this project because of pressure of work. He therefore suggested meetings with the representatives of two architectural firms who were in The Gambia on other business, Ove Arup and Partners and Comprehensive Planning Associates. Both gentlemen expressed interest, particularly Mr. Peter Gibbons of the latter organization who was supervising the building of a hotel near Bathurst at that time.

The choice of sites was eventually narrowed down to three - the present location of the Library, the foreshore near State House and Marina Parade. Although the Inspector General of Police, the Deputy Secretary General of the President's Office and the Electricity Superintendent at PWD could see no drawbacks to the second of these (that favoured by the Physical Planning Officer at the Ministry of Local Government, Lands and Mines), the Senior Executive Engineer (Roads) at the PWD revealed that there were severe erosion problems on the foreshore
requiring a great deal of money for stabilization, e.g. a change in level of six feet per annum could be dealt with but more than that was costly. He therefore did not recommend this location, a feeling which was shared by the Adviser among others. This then left the existing site or that on the Marina and it was thought that the latter was preferable provided it could be made available.

7.5. SERVICES TO THE PROVINCES

The Adviser visited each Division of the country, some more than once. Her task was to assess their book needs and the effectiveness of the Mobile Library and Book Box Schemes. She was also to investigate the chances of the establishment of Reading Rooms containing for a start reference books, newspapers and periodicals and to find out how Civil Servants and professional people obtained their reading matter.

Some Government officials knew little about the Mobile Library and Book Boxes and those who did were unenthusiastic because of the poor and unsuitable stock. They themselves received a few newspapers and periodicals from Government which were collected when someone visited Bathurst. Otherwise they, professional people and others purchased what they could afford from the magazines and paperbacks on sale in the capital or they did not read at all. Every Divisional Commissioner and Area Council official agreed on the need for a Reading Room in the main town of the Division.

The Western Division is fairly close to Bathurst and access to the National Library is much easier than for those in more distant areas. Nevertheless a Reading Room "on the spot" to some extent would encourage the reading habit much more readily.

In Mansakonko in the Lower River Division (South Bank) the Adviser was shown an empty room beside the Post Office where formerly there had
been a library but the Commissioner of the time declared that the Civil Servants spent time there instead of doing their work so it was closed. The present Commissioner said the Area Council could establish and support a Reading Room and he suggested Pakalinding Junior Secondary School with the supervision done by the teaching staff.

The Commissioner Lower River Division (North Bank) based at Kerewan volunteered the information that a Kerewan resident in the USA had gathered together 1000 books for the children of the town and hoped to get more. Meanwhile there was no room at present available for a Reading Room nor was there a Community Centre but he thought one could be built with voluntary labour and it could be supervised by the Head Teacher of one of the schools.

At Georgetown in MacCarthy Island Division the Commissioner announced that a room should be available in the town within six months and so keen was he on the idea that he suggested there should be further Reading Rooms at the towns of Bansang and Kaur.

Part of the Community Centre in Basse in the Upper River Division was previously used as a Reading Room and the Adviser was shown this but she felt it was very small and in all probability very hot so an alternative was advisable.

7.6. SERVICES TO EDUCATION

In order to pinpoint all educational institutions in the country it was necessary to mark every one on three large maps covering the whole of The Gambia indicating the number of pupils at each. In addition those primary schools which were using the Initial Teaching Alphabet (ita) were noted as they were in receipt of more supplementary reading matter (supplied by the ita Foundation) than the others. Some teachers complained that the level of the ita readers was too difficult, others that they had no readers in traditional orthography although the
children transferred to this in Primary 3.

Gambia Marine kindly provided a list of places at which the river passenger and goods vessel "Lady Wright" called and the distances between them, these details being added to the maps. A time-table of the sailings and length of stops was also obtained. On ascertaining distances between townships on main and branch roads throughout the country, those too were recorded on the maps.

Two educational institutions deserve particular mention, Yundum Teacher Training College and Crab Island Junior Secondary School in Bathurst.

It is interesting to note that complaints about Yundum College Library were made by students as far back as January 1964 which resulted in the temporary closure of the College and a Government enquiry. The chief complaints were the inadequacy of professional books, preponderance of American novels, lack of quality newspapers and the unexplicable disappearance of many of the books transferred earlier from the former Teachers' Library at the British Council. Although there was some truth in these allegations members of staff were of the opinion that the shortage of professional books was apparent rather than real. As students were in the habit of leaving homework assignments until the last possible date demand for such books was usually very great about the time the work was to be submitted. Moreover the habit of patiently and systematically consulting a large number of books to find information was one which had to be acquired and some may not yet have acquired it. Accordingly a series of lectures by the Librarian of the former British Council Centre would be extremely valuable. The recommendations made as a result of the enquiry were as follows:

(a) It is recommended that the College replenishes its stock of professional books.
(b) Arrangements should be made to enable students to receive professional advice on the use of the Library.
(c) There should be continuous supervision in the Library by members of staff.

When the Library Adviser visited the College in 1971 she found the main library closed and in a very run-down condition because of lack of attention. She asked for and was granted permission to get down to the task of weeding and discarding books herself as she saw fit, bringing together on the shelves those on the same subject and tidying the whole Library. This she did to illustrate how it should look, suggested that the staff should share supervisory duties so that it could be open for lending purposes for at least a few hours per week and advised the Senior Lecturer in the English Department as to its administration.

A United States Peace Corps teacher at Crab Island School which had a roll of 750 pupils visited the Senior Librarian and the Adviser to discuss a project for building a school library with assistance from the United States Embassy and voluntary labour. The proposed building would hold 5000 to 8000 books and a Grade 3 Clerk was to be appointed as a full-time Library Assistant whose training was a matter of concern to this teacher and he sought their advice. The beginnings of this particular library are mentioned because it was to come into prominence in the school library scene two years later.

7.7 **BOOKS AND PERIODICALS**

Although the English Language Book Society Low-Priced Books Scheme had been applicable to The Gambia for some years it was not well-known and comparatively few of the books were to be seen. This project was inaugurated in 1960 by the British Government in collaboration with the British Council whereby a consortium of publishers agreed to produce a special cheap edition of certain of their textbooks so that these would
be more readily within the purchasing power of students and others in Third World countries. The textbooks, covering a wide range of subjects, were mostly in paperback form, were published under an ELBS imprint, had a specially designed cover and were sold only in these countries at between one-third and one-half of the original published price. It was and still is a tremendous success. The Library Adviser felt that many of the books in the fields of medicine, nursing, technology, commerce and English would be of great value in The Gambia. She not only distributed lists to libraries, relevant educational institutions, Government Departments, hospitals, banks, commercial organizations and bookshops but also took samples of the publications around and explained how the scheme worked. The result was an increased demand by both individuals and institutions and better stocks and sales in the bookshops.

A number of High Commissions, Embassies, religious and social organizations presented periodicals to the National Library and these were the only journals it received apart from a few local cyclostyled newspapers which were purchased. Senior Secondary schools fared fairly well from the same sources but in the Provinces the situation was extremely poor as even the distribution of the Gambia News Bulletin was not as widespread as it might have been.

7.8. OTHER LIBRARIES

7.8.1. Public Records Office

A Report on the Public Records of The Gambia\(^{(32)}\) had been prepared in 1966 by J.M. Smyth, a member of the Colonial Office Records Section. His terms of reference were:

(a) To select and arrange the assembled records by Departments and then in chronological order.
(b) To compile a brief handlist.
(c) To survey existing accommodation and report on measures which should be taken.
(d) To draw up a system for requisitioning items from the Archives.
(e) To make recommendations on any treatment or repairs considered necessary.
(f) To draw up an outline scheme for the future administration of the Archives.

In addition to carrying out these terms Mr. Smyth recommended that archive legislation should be enacted and non-Government records such as papers of private persons concerned with public affairs should be included in the collections.

The Gambia Public Records Act was passed in 1967. By 1972 the staff consisted of a Research Officer Mr. B.K. Sidibé, an Assistant Archivist Mr. S. Bahoum who dealt with all Government archives, a store-keeper and a typist. The main room was calendered and well-arranged but there was a large backlog of work to be dealt with. There were no microfilm or photocopying facilities.

The Research Officer was particularly interested in Cultural Archives and he was building up quite a substantial collection, the purpose being:

(a) To record by tapes, transcripts, photographs, maps, drawings, charts, etc. information on traditional aspects of life in the country.
(b) To establish a museum relating to local history including Senegal.
(c) To record and publish collections of oral literature with translations.
(d) To arrange meetings and exchanges between Africans engaged in cultural activities.

(e) To publish cultural material.

(f) To encourage the study of African languages.

(g) To encourage and co-ordinate the efforts of different cultural organizations in the task of preserving the national heritage.

7.8.2. The Supreme Court Library housed some fine runs of legal material but with only £360 per annum to spend on books and binding comparatively little could be added. The binding was done in Britain as this took too long if sent to the Government Printer. There was no one to oversee the Library and the Chief Justice expressed a wish for a clerk with library experience.

Other Government Departmental libraries were found to be similarly hampered by totally inadequate book budgets and untrained staff.

7.8.3. The Medical Research Council Library was a specialized research library financed by the MRC in Britain and with a unique collection of research papers on malaria and other tropical diseases. It was felt that duplicates of these could usefully be presented to the National Library, something which did eventually come about under the legal deposit requirements in The Gambia Library Board Act 1976.

7.8.4. The Bathurst Club had a recreational library for its members who were of all races and provided some up-to-date reading matter which at that time the National Library could not afford.

7.9. VISIT BY MR. R.A. FLOOD

As part of a tour of West Africa Mr. R.A. Flood, Deputy Director Libraries Department The British Council, again visited The Gambia from
7 to 12 February 1972 during which he called at the National Library and Yundum College, met the Library Advisory Committee and had talks with the Senior Librarian, the Library Adviser, the British High Commission and the local distributor of the Ranfurly Library Service books.

In his discussions he said that any effective action must depend on Gambia Government acceptance of the Library Adviser's proposals including the recurrent financial provision from Government funds. Given an early decision on this and on capital aid from the British Council Public Library Development scheme, the organisation of a fully effective library service could go forward quickly.

7.10. SUBMISSION OF THE LIBRARY ADVISER’S REPORT

By March 1972 the Adviser had completed the draft of her report and after going over it item by item with the Senior Librarian it was submitted to the Ministry of Education, followed shortly afterwards by the report in its final form. Copies were sent to the British High Commission for their retention and for forwarding to the Overseas Development Administration and the British Council.

A copy of the report is attached under Appendix 2.
CHAPTER 8
THE NATIONAL LIBRARY 1972-1982

8.1. THE REPORT ON LIBRARY DEVELOPMENT

Although the Report was approved in general by both the Gambian and British authorities a controversial issue on the Gambian side was the amount of recurrent expenditure to be met by that Government. While sympathising with this difficulty (an immense one in a poor country greatly dependent on fluctuating income from agricultural produce) and allowing for a certain amount of flexibility it was expected nevertheless that Government should be fully committed to meeting the suggested recurrent costs if the service was to be viable.

Differences were at last resolved, the Report was accepted by The Gambia Government in 1973 and an application for financial aid was made to the United Kingdom through the British High Commission in Banjul. This was given approval in London and it was hoped that the project would soon get under way.

8.2. LEGISLATION

Draft legislation for the establishment of a Gambia Library Board based on those of the East Central State of Nigeria¹ and Ghana² had been submitted to the Ministry of Education and the Solicitor General in 1972. Something which gave cause for concern among several people was the question of a free Public Library service. It was felt it was too early to introduce this bearing in mind the difficulty of recovering overdue books and ensuring that those on loan were properly cared for. These two factors alone encouraged a gradual move towards a completely free service rather than a sudden one. Although the proposed legislation allowed a subscription to be levied any necessary changes at a future date could be made quite easily.
After several amendments and much delay The Gambia Library Board Act, No. 31 of 1976 was passed in the House of Representatives in October of that year and given the assent of the President of the Republic on 16th December, thus becoming law. The text of the Act is set out in Appendix 3 of this study. The day-to-day financial transactions of the Board continue to be handled by the Ministry of Education and only the Public Service Commission has the power to appoint or dismiss staff.

8.3. SITE, BUILDING AND EQUIPMENT

8.3.1. 1973-1974

1973 saw the start of a protracted and wearisome search for a site for the new building. The one on Marina Parade favoured in the Report on Library Development - see Section 7.3(c) - would not be available. Three others proposed by Government were unsuitable being either too small, hemmed in, too close to the hospital or completely closed for access at Prayer Times on Fridays and whenever the House of Representatives was sitting.

The first half of 1974 brought no solution. Of two sites offered, one was close to buildings concerned with fish processing and the production of hides and skins while the other was on Pipeline Road, about nine miles from Banjul. Although in a growing and developing area this location was infinitely more likely to warrant a branch library at some point in the future rather than become the headquarters of the National Library Service. Later that year however a decision was made to erect the new building on a very suitable vacant site in Independence Drive, an excellent position on the main thoroughfare into and out of Banjul only a short distance from the existing Library.

An architect was appointed by Government - Comprehensive Planning
Associates, based in London with a resident architect in The Gambia - and the Schedule of Requirements drawn up. As well as Lending, Reference and Children's Libraries, Periodicals section, a large workroom, the usual offices and an issue desk and exhibition area in the foyer, this brief laid special emphasis on an open plan arrangement with maximum flexibility regarding layout, furniture and fittings; a multi-purpose area which could be adapted readily to meet various objectives; easy access for library vehicles and ample public parking space; the most suitable arrangements for security, lighting and temperature control since general air conditioning would be out of the question because of cost; and room for expansion. The total area was to be 6000 square feet.

Preliminary sketch plans were submitted by the architect in November 1974. Discussion of these revealed that a point at issue was the proposed size of the building which was thought to be too small. The area had to be curtailed to fit in with the funds available and as costs had risen in the two years since the original sum of £25,000 was agreed this would no longer provide a building of the necessary size. The Ministry of Education therefore put forward a request for an additional £6000 and to the great satisfaction of all concerned this supplementary amount was granted.

8.3.2. 1975-1976

Alas for the high hopes for the Independence Drive site referred to earlier. An announcement was made in the early part of 1975 that the recently-earmarked site was to be allocated instead for the erection of a mosque. This was a bitter blow for the Senior Librarian and Library Adviser and caused them to reconsider with some reluctance the possibility of rebuilding on the existing site despite the fact that it was far from ideal and that space for the movement of library vehicles
would be very difficult indeed. Extra funds would be required for demolition of the existing library and temporary premises found while building was in progress.

At all events this fateful decision did not have to be made as shortly afterwards Government offered another site off Independence Drive at the back of the Gambia High School and opposite the Senegalese School - see Map 3, Banjul Street Plan and Schools. This was a good location being near but not on the main road into and out of Banjul. It included adequate room for vehicle use and future expansion. It was served by good public transport and close to eight schools - three primary, two secondary technical and three high schools. It was with great relief that agreement was reached on acceptance of this site.

Meanwhile all was not well regarding the architects appointed to supervise the building. Although revised plans had been received there was a considerable feeling of dissatisfaction with the company. As a result an approach was made to Messrs. Balfour Beatty who were at the time engaged on important construction work in The Gambia. They had already accepted the contracting work on the new library building and now agreed to work in conjunction with the architects at the Public Works Department to produce an acceptable design. This was done, resulting in a single-storey building and an interior layout closely following the original Schedule of Requirements. The overall cost was fixed at £49,000 and work at the site began. By the end of 1975 the foundations had been dug, the structure was beginning to take shape and furniture and equipment ordered.

Anyone who was not involved with the project in the months that followed can merely touch on the problems which were encountered, problems which the Chief Librarian could describe very vividly. There was delay in the supply of materials from Britain and even in the handling of those sent by air via Dakar plus shortage and at times unsuitability
of local materials. All this led to grave setbacks. It is to the credit of the construction company that their employees worked enthusiastically, that management frequently rearranged their work schedules to keep the project in progress and did some of the work at their own expense. The Chief Librarian and her staff with assistance from Mr. John Bristow, Library Adviser and Mr. Harley Brookes, English Language Adviser at the time, dealt with the processing of new books and the many matters connected with the transfer from the old building to the new. The latter was finally ready in September 1976 and opened on 15 December, coinciding exactly with the ratification of the Gambia Library Board Act.

A plaque on the wall behind the issue desk bears this inscription:

"The National Library a gift from Britain to the people of The Gambia was opened by His Excellency The President Sir Dawda Kairaba Jawara GMRG, GCMG, Kt on 15 December 1976"

Thus at long last The Gambia had library legislation and an attractive and functional new building worthy of the service it hoped to provide. It had taken over four and a half years to attain them.

8.4. STAFF

An event which was to give library staff appropriate post structure, status and remuneration was the publication in 1976 of the Report of the Government Salaries Commission. The main recommendations relating to libraries were as follows:

(a) The Commission did not recommend the proliferation of para-statal bodies particularly in subjects which cannot be financially viable.

(b) For efficiency all aspects of Libraries should be brought under one authority and a post of Principal Librarian at Grade 16 should be established who would supervise the
whole library complex. All Library staff should come under this officer and be interchangeable to ensure uniformity in training and opportunity.

(c) The replacement for the Peace Corps Librarian at Yundum College which will become the Gambia College of Further Education, Brikama, will have to be at no less than Senior Librarian level.

(d) A good deal of close co-operation will be necessary with the Legal Libraries.

(e) The term "Librarian" should be used only for fully professionally qualified staff. The recommended hierarchy is as follows:

<table>
<thead>
<tr>
<th>Category 4</th>
<th>Principal Librarian</th>
<th>Grade 16) FLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Librarian</td>
<td>&quot;</td>
<td>15) ALA</td>
</tr>
<tr>
<td>Librarian</td>
<td>&quot;</td>
<td>14) or</td>
</tr>
<tr>
<td>Librarian</td>
<td>&quot;</td>
<td>13) equivalent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 3</th>
<th>Senior Library Asst</th>
<th>Grade 11) City and</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Assistant</td>
<td>&quot;</td>
<td>10) Guilds in</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>&quot;</td>
<td>9) Library Subjects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 2</th>
<th>Senior Library Clerk</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Clerk</td>
<td>&quot;</td>
<td>7</td>
</tr>
<tr>
<td>Library Clerk</td>
<td>&quot;</td>
<td>6</td>
</tr>
</tbody>
</table>

| Category 1 | Library Attendant | Grade 4 |

(f) Should the Commission's recommendation for a Unified Library Service not be accepted Grade 16 should not be implemented, as Senior Librarians could take charge of each of the Central Public and the Yundum College Libraries. The Senior Librarian post is equated with a Senior Lecturer in the new Brikama College.
The proposal for a unified library service was in fact accepted by Government as indeed were all the recommendations concerning libraries and as such were warmly welcomed by library staff.

This was a period too when staff qualifications and training were greatly enhanced. Several staff went to other countries for training or to take part in conferences or seminars - see section 8.8.2. - and the Chief Librarian became an office-holder in three multi-national organisations, thus bringing The Gambia into the field of international librarianship.

Ms. N'Jie travelled widely on library matters to Senegal, Mali, Sierra Leone, Ghana, Nigeria, Tanzania, Lesotho, Australia, Jamaica, Fiji, Scandinavia, Belgium, France, Holland, East and West Germany and the United Kingdom. She attended the Graduate Summer School on Library Development Planning at the College of Librarianship in Wales in 1976. In 1979 she was given three important appointments - Secretary to the IFLA Standing Committee (African Section), Vice-President of the West African Region of the Commonwealth Library Association and The Gambia representative on the Sahelian Scientific and Technical Information and Documentation Network of the Sahel Institute in Bamako, Mali.

Mrs. Rosanna Ndaw and Ms. M.E. Fye gained degrees in Librarianship in Britain, the former at Liverpool Polytechnic in 1977 and the latter at Loughborough University of Technology in 1982. This is a tremendous achievement for both ladies who at one time thought they had little chance of gaining a professional qualification, and much credit is due to them for their efforts. Mrs. Ndaw is now Librarian at Gambia College and Ms. Fye is in charge of the Reference and Gambiana section of the National Library.

Mr. A.W. Mbye completed a Diploma Course at the University of Ibadan Nigeria in 1979 and is now responsible for the Schools and Mobile Services. Messrs. B. Koma and A. Jatta attended a four week course for library assistants sponsored by the British Council in Sierra Leone in 1976. The former is now in charge of the public library to be opened shortly at Basse, the first branch library of the National Library Service.
in the country, while Mr. Jatta has responsibility for the library in the new Gambia Technical Training Institute. Misses B. Prom and H. George, library assistants, completed a certificate course at the University of Legon Ghana in 1981.

In the Gambia itself, in-service training has continued at the National Library and a Staff Manual of procedures prepared. An ODA/British Council-funded ten day training course is to be held in The Gambia in February 1983 with participants drawn from the National Library, Gambia College, Gambia Technical Training Institute and some high school libraries. It aims to enable the students to see librarianship in a wider context, to understand the role of libraries in fulfilling the information needs of the communities they serve, to relate services offered to the needs of users and to appreciate the value of inter-library co-operation. Part of the course will be devoted to the construction of a community profile for the library of each student, user education, indexes and abstracts, use of reference books and the place of audio-visual materials, all of which are of vital importance to The Gambia.

The expatriate staff attached to the National Library in the ten-year period numbered five. The first Library Adviser, Mrs. Thornhill, stayed for four years and had to leave in January 1976 because of other commitments. Her successor, Mr. John Bristow, spent six months in The Gambia from March to August 1976 to assist in preparing for the opening of the new library. The services to children and schools were greatly helped by the work of three Voluntary Service Overseas librarians, Misses Elizabeth Edwards, Diane Traynor and Coralie Clarke, each of whom stayed for two years.

8.5. STATISTICS AND FINANCE

The National Library Annual Report for 1981(36) is the latest
available. This gives the total number of staff as twenty-four comprising the Chief Librarian, four departmental librarians, eight assistants, two clerks, a secretary and eight ancillary employees.

During that year new members numbered 215 but no figures are given for total membership.

Loans from the Banjul Library were 20,671 broken down into 6,996 adults and 13,675 children. Those from the Mobile Libraries totalled 19,706—2,862 adults and 16,844 children.

No statistics are given for Book Box loans but there is a reference to books being drawn from the Lending, Children's and Mobile Libraries to meet Book Box needs because of the acute shortage of books. This is not surprising as the entire number of books added to stock in 1981 was 2,709 divided into 1,104 adult, 9 reference books and 1,596 for children plus 307 donations, while the Mobile Libraries had a mere 370 additions.

Expenditure for the year was:

<table>
<thead>
<tr>
<th>Item</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and allowances</td>
<td>18,867</td>
</tr>
<tr>
<td>Books and periodicals</td>
<td>9,676</td>
</tr>
<tr>
<td>Operation and maintenance of vehicles</td>
<td>1,250</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>1,170</td>
</tr>
<tr>
<td>Total</td>
<td>£30,963</td>
</tr>
</tbody>
</table>

Revenue is given as Government grants to cover the above plus £133 from library fees. It will be noted that a very high proportion of the expenditure is allocated to salaries and allowances.

8.6. BOOKS AND PERIODICALS SUPPLY

8.6.1. Book Supply to the National Library

Thorough revision of the bookstock and some anticipatory book ordering had already been done before the approval of the Library
Development Plan so that over the years this stock has been built up until at the end of 1981 it numbered 70,000 volumes. Care has been taken to ensure that as far as possible it is relevant to the needs and interests of the people for whom it is intended. It has been met by purchase, legal deposit, exchange of publications with other institutions, book presentations and other donations. The supply of books to the Schools Library Service is dealt with in section 8.9.

**Purchase.** For book purchase the British Council gave £15,000 over the first four years of the development project i.e. to 1975/1976 and the Gambia Government for the first time allotted a sum specifically for the purchase of books in its 1976/1977 Estimates - D12,000 (£3,000). This was less than the amount suggested in the Library Development Report Costing Summary 1976/1977 (see Appendix 2) which was D25,000 (£5,000), the difference in equivalence being on account of the revaluation of the dalasi between 1972 and 1976 from D5 to D4 per £1 sterling. However, the shortfall was made up by a matching grant from the British Council's Public Library Development fund. This pattern continued into 1979 when drastic cuts in ODA and British Council expenditure resulted in the suspension of the Public Library Development fund. According to the National Library Annual Report for 1980(37) there was an acute shortage of books all round aggravated even further by what the Report describes as "problems in paying U.K. suppliers" and "late payments of accounts at this end causes delay in the receipt of books". Although the Gambian Government contributed D14,000 (£3,500) for maintenance including books and periodicals and D12,000 (£3,000) for books from the interest on an educational book fund under their supervision, the revival of the Mobile Library Service meant the spreading of resources even further. The Annual Report for 1981(38) refers to a shortage of funds for the Reference Library which is reflected in the addition of only nine books to its stock during
that year, and the demand made on lending services is described as "enormous". Nevertheless The Gambia provided D32,000 (£8,000) for books and periodicals, augmented by £1,650 from the West German Government and UNESCO and £5,000 from the ODA/British Council Book Presentation Programme. The 1982/1983 provision by The Gambia is D20,000 (£5,000).

Exchanges. Gambian publications are exchanged for those from a small number of national and university libraries. Useful material is obtained in this way and it is hoped to extend the scheme when more copies of Gambian items are available for exchange purposes.

Donations. In recent years an average of 1,700 books have been donated each year by the Ranfurly Library Service in London, embassies and High Commissions, other organisations and interested individuals. For example, a private donor in Australia gave £144 to purchase novels for teenagers which proved very popular. Rare books on The Gambia were received from Dr. David Gamble, Professor of Anthropology at the State University of California, compiler of *A general bibliography of The Gambia* (39) and owner of a very valuable private collection of Gambiana. Sources in the Middle East presented books in Arabic and on Islam. The Ranfurly Library Service has been of great assistance over many years, particularly so in the supply of books during lean times.

Non-return of books. A worrying problem for the National Library is the non-return of books on loan about which A.W. Mbye says: "The library can do virtually nothing to compel them to return them." (40) This coupled with the disappearance of books from the shelves from time to time is a drain on resources which the Library cannot afford nor is it right that public property be treated in this way. User education has a continuing and vital role to play but perhaps more drastic measures are required to combat this menace.
8.6.2. **Book Supply to Special Libraries**

To augment their own slender book funds, many Government, educational and other special libraries received presentations from the Overseas Development Administration/British Council Book Presentation Programme. The aim is to assist in the educational, economic and social advancement of less developed countries by meeting the needs of their libraries for essential books of a developmental nature. It is financed and controlled by the British Government through the ODA and administered by the British Council's Libraries Department with field work being carried out overseas by the Council or other agent acting on its behalf. From start to completion each project requires a considerable amount of hard work:

- forecasting the choice of recipients
- visits to potential institutions
- submissions of proposals to London
- receipt of book lists and bibliographies and distribution to the institutions concerned.
- help with the whole or part of the selection.
- co-ordination of the selection by the British Council or agent overseas.
- typing of orders and submission to London.
- receipt and distribution of the books on arrival in the receiving country.
- follow up work at a later date.

Certain conditions are laid down the most important being that the books must be published in Britain and have to be adequately housed and supervised by the receiving institution. Periodicals are no longer supplied but British Library Lending Division photocopy coupons can be provided on request.

Between 1972 and 1982 books to the value of over £73,000 were
presented to Government Ministries and Departments, educational institutions and other organisations in The Gambia.

8.6.3. **Supply of Periodicals**

The supply of newspapers and periodicals to the National Library has improved very much compared with the years when it was unable to buy any at all. It purchases African periodicals, childrens' magazines, and some British Sunday papers. It also receives local newspapers through legal deposit and a number of magazines are donated. This section of the Library is a very popular one judging by observation of the numbers not only occupying the chairs but also sitting on the tables. The range of periodicals is very limited because of stringency of funds and no doubt this would apply to most libraries in The Gambia. Just how much specialists are missing in current awareness in their respective fields is not easy to judge but the thought is a disturbing one.

8.6.4. **Local Publishing and Bookselling.**

The most exciting feature of local publishing during these ten years has been the birth of the Book Production and Material Resources Unit whose work is described under Education in Part 1, section 2.2.3.

The Unit's products are competently and tastefully produced and for the first time in The Gambia materials in local languages are appearing in quantity. Its success is borne out by the fact that organisations outside Government submit publications for printing for which a charge is made, thus assisting in the Unit's running expenses.

The demands made on the Government Printing Office by Government and quasi-Government bodies are high and because of this delays can sometimes occur. However its annual output is considerable. It is not responsible for all Government publishing in The Gambia as some departments produce their own publications usually in mimeographed form.
The best-known and best-stocked bookshop still remains the Gambia Methodist Bookshop. Foreign exchange difficulties are being experienced in the country and this must have a serious and limiting effect on book purchasing from abroad. The publications of the English Language Book Society are mentioned in section 7.7. and since then sales to the public of those titles appropriate to The Gambia have done quite well and they are also to be seen in various libraries.

A feature of bookselling which has to be viewed with caution in developing countries is visits by a small minority of representatives who offer a number of reference books often charging a substantial sum of money. In one such case in The Gambia some of the titles and their published price could not be traced in any bibliographies and it was suspected that left-over and rather out-of-date stocks had been bound in new covers and offered at an inflated "package deal" price. Fortunately instances of this kind do not occur often.

8.7. NON-BOOK MATERIALS

8.7.1. The National Library

Although authorized by the Gambia Library Board Act 1976 to collect such materials - see Appendix 3 section 13(2)(a) - the National Library appears to have few examples since these are scarcely mentioned in its Annual Reports.\(^4\) In earlier years it lent music and speech records allied to set books for literature studies and borrowed feature and documentary films from the British Council in London and other organisations. Its own stock of old British Council films gradually became obsolete and this function has presumably been taken over by the Government Film Unit which both makes and shows films.

The suggestion in the Report on Development of the Gambia National Library Service 1972, section 5.4 - see Appendix 2 - that a resource centre should be established at the National Library has not been pursued probably because of the setting up of a good resource centre at
Yundum College. Other factors may have been concentration on other work, lack of materials and means to procure them and the building up of relevant collections by other organisations, e.g. tapes and cassettes at the two radio stations.

8.7.2. Use in Education

Much of the material at Yundum College was transferred to the new Book Production and Materials Resources Unit and although Gambia College has a reprographic section it badly needs a build-up of resources and a trained member of staff to develop them. There has been a substantial increase in the production and use of non-book materials, related for the most part to the work of the Book Production Unit, the curriculum development and literacy programmes and school broadcasting, plus individual enterprise shown by the more progressive institutions. It is assumed that one of the major functions of the Teachers Centres in the four educational regions will be to provide resource materials for all schools in the region.

8.7.3. Oral Archives

The collection of oral archives has been expanded over the years by B.K. Sidibé, Research Officer Oral History and Antiquities Division, Vice-President's Office. Oral traditions are one of the major sources of history and information in The Gambia as in other African countries as testimonies are deliberately transmitted from mouth to mouth and passed from one generation to another. These are primary source materials and can be described as belonging to the era of the "audible document". Unfortunately, it has not been possible to ascertain the size, scope and content of this very valuable collection.

8.8. BIBLIOGRAPHICAL AND INFORMATION SERVICES

Libraries in The Gambia do their best to provide information according to the resources at their disposal and although formal machinery may be lacking they do co-operate with each other.
8.8.1. The Gambia National Bibliography

Bibliographical services are specifically mentioned in The Gambia Library Board Act 1976 - "... it shall be the duty of the Board, so far as its resources permit... (e) to undertake bibliographical services". See Appendix 3, section 13 (2) (e).

The month of January 1978 therefore was a landmark in the history of libraries in The Gambia as it marked the publication of the first issue of The Gambia National Bibliography. This is produced twice a year; the second issue being the annual cumulation and aims "to list every new work published including materials by and about The Gambia and Gambians, and deposited at The National Library of The Gambia..." Classes of publications excluded are: a) Gazettes, Acts, Bills and Parliamentary debates published in the country; b) Serials and annual reports except the first issue or the first issue of a periodical under a new title.

The arrangement is by Dewey Decimal Classification (16th edition used in 1978) with an index of authors, editors, titles and series. Cataloguing follows the Anglo-American Cataloguing Rules, British text (1967 edition used in 1978) and International Standard Bibliographic Description.

8.8.2. Attendance at Relevant Conferences and Seminars

Although most of these are attended by the Chief Librarian, other members of the National Library staff have also participated in conferences and seminars directed towards bibliographical information and documentation services. These are of infinite value in the consideration of common problems, means of co-operation, visits to libraries of other countries and meeting fellow librarians, documentalists, information scientists and archivists.
Three of these meetings were held in Banjul in 1980/81 so that The Gambia and the National Library in particular was now host to important gatherings of this kind. This could lead to a greater awareness on the part of the authorities of the resources and information problems current in the country and in other parts of Africa. For this reason it is perhaps appropriate to dwell more fully on the reports of two of these:

A. The First IFLA Africa Section Standing Committee Meeting held from 3 to 7 March 1980 was characterised by the admission of participants that libraries in Africa had traditionally catered for only a literate minority and therefore a maximum effort should be made to identify and meet the information needs of the whole community. Because of the shortage of locally-produced resource material it was felt that the wealth of material available from the non-literate population should be exploited, e.g. elders, traditional leaders, "griots" (oral historians), etc. The main recommendations were:

(a) Libraries should accept local languages as a medium of communication and for transfer of knowledge.

(b) Library resources should include knowledge in all formats and that school librarians should not only be trained in handling these but also have some knowledge of the principles and practice of education and be able to carry out a programme of user education.

(c) Priority to be given in rural libraries to the provision of audio-visual materials with sound tracks in vernacular languages. These and alternative methods such as discussion groups would have to be used to satisfy the information needs of non-literate members of society.
(d) On the question of the documentation of African oral literature it was proposed that libraries should develop a cohesive and practical programme for collecting and processing this literature and organize its dissemination by means of bibliographies, inventories and published papers.

(e) The need for cooperation between libraries, educationists and other developmental services such as extension and community development.

A noteworthy feature of the meeting was the closing speech by Dr. Lenrie Peters, Chairman of The Gambia Library Board who suggested that a lot more research should be applied to the relevance of library services in terms of the needs and social organisation of the people. Instead of emphasising the elitist nature of the services after the European pattern he proposed that libraries should grow as multipurpose centres. A great effort was required in adult literacy programmes, translation into local languages, the publishing of indigenous material and the creation and distribution of bibliographies, all of which were being pursued by various agencies in The Gambia. Most of all there had to be a transformation of fundamental attitudes. Dr. Peters ended by asking the participants to exercise their minds with the rather difficult concept of Africa First, Nation Second and Self Last of All.

B. The Introductory Seminar to Techniques of Documentation (45) held in Banjul from 23 March to 3 April 1981 was co-sponsored by the National Library of The Gambia and the Sahelian Scientific and Technical Information and Documentation Network of the Sahel Institute in Bamako, Mali. The object of the seminar was to make participants familiar with the information, techniques and skills required to run a documentation centre. It attracted fifteen participants and three observers mostly from a representative selection of Gambian Government bodies - Ministry of Economic Planning and Industrial Development, Ministry of Justice,
Ministry of Agriculture and Natural Resources, the Government Information Office, Oral History and Antiquities Division, National Archives, Establishment Office, Book Production and Material Resources Unit, Curriculum Development Centre, Government Film Unit, Gambia College, Central Bank, Muslim High School and the National Library.

Topics studied were:
- the purpose of a documentation centre
- acquisition of materials
- organisation of materials
- dissemination of materials including circulation systems.
- reference and current awareness services
- compilation of bibliographies

This is a regional information network concerned with the transmission of scientific and technical information to and from all member states of the Sahel and the National Library is its national correspondent in The Gambia.

In his summing up at the end of the seminar, Dr. Lenrie Peters (Chairman of The Gambia Library Board) said that Africa must come to terms with science and technology, that it was not enough to obtain and store knowledge but those concerned must also disseminate it.

8.9. SERVICES TO CHILDREN, SCHOOLS AND EDUCATION

8.9.1. Children and Young People

The opening of the new Library in 1976 was such a success among children and young people that it was extremely difficult to meet the demand. According to the monthly Report of the Chief Librarian in November 1977 child membership increased by over 500% since the opening a year before. Demand in succeeding years continued, only falling off when books were in short supply which unfortunately happened all too often.
Extra activities such as competitions, quizzes and film shows were introduced. A Children's Library Magazine was produced and the Children's Librarian set about training her young charges on the importance of returning books borrowed and caring for them. The Children's Library is heavily used in the afternoons and evenings by children doing school work and this also applies to the Reference Library which older pupils use for the same purpose with extra seating and tables provided in the multi-purpose area when no other activities are taking place there.

8.9.2. Books in Primary Schools

In the early part of the decade there were not nearly enough supplementary readers in the primary schools. D10,000 (£2,000) had been given by Government for this purpose in 1971/1972 but those funds were not recurrent and not likely to be repeated as required. A welcome windfall in the form of Ocean Readers was brought by the British Council to the notice of the Department of Education's English Language Adviser in 1973. These were sets of readers each comprising five carefully-graded, well-produced books particularly suitable for countries with a seaboard which had been made available by the Jersey (Channel Islands) Overseas Aid Committee and distributed by the British Council, all free of charge. The English Language Adviser applied for and received 30,000 readers ensuring that every school had a collection for its own use with a plentiful supply in reserve for future replacement. On delivery at each school he held a seminar for staff on the teaching of reading designed to make the best use of the books and carried out follow-up work at a later date.

8.9.3. Library Services to Primary Schools

Because of the inadequacies of the ageing Mobile Library and its
poor stock it was decided that the National Library should begin a pilot project to a small number of primary schools in different parts of the country as the fore-runner of an eventual comprehensive Schools Library Service. This was started in March 1974 and involved small loan collections of 50 to 100 books in book-boxes to eight schools outside Banjul. These were purchased from the books allocation of the Library Development Project. The scheme was explained to Head Teachers - books were not to be lent but only used in school, the Head Teachers were responsible for them, the utmost care should be taken of them and they were not a gift but a loan to the school for a term. Only two schools returned their collections intact, the others on average losing six books. Even allowing for unfamiliarity with a new project much greater care had to be taken so notes on the scheme and further suggestions as to use and supervision of the books were distributed.

By the end of 1974 about one quarter of all primary schools had had a small consignment and a copy of every title was on display in the Schools Department of the National Library for anyone to examine. In succeeding years a greatly expanded and improved service developed still using book boxes until 1980 when the new Mobile Libraries took over the Schools Library Service. Exceptions were those schools inaccessible to Mobiles because of bad roads and these continued to receive boxes.

8.9.4  Primary Schools' Own Libraries

All 111 schools received an immense boost in 1977/1978 when approval was given by ODA and the British Council of a presentation of books to each under their Book Presentation Programme. £30,000 was allocated to be spread over two years and four conditions were agreed:-

(a) The books should be published in Britain.
(b) There should be somewhere clean and secure in every school where the books could be stored.
(c) Each school was to have a teacher trained in basic librarianship in order to care for the library properly.

(d) The Gambia Government would be expected to make available an annual sum of money to each school to maintain and expand its library.

In the early stages the scheme was fraught with difficulties. A very large consignment of books was lost for over a year and eventually traced to the Gambia Ports Authority. Although many schools built library rooms on a self-help basis, some with materials assistance from the American Embassy, a number of the buildings were very open and posed security problems. In certain cases the books had to be stored in the Head Teacher's office or even his house. Termites were a constant threat and transport for distribution not always available.

Disaster appeared to face the project with the cutback in Book Presentation Programme funds in 1979. However, money from an unexpected source allowed a start to be made on placing orders for the remainder of the schools. Another factor for consideration was the increase in numbers of primary schools from the original 111 in 1977/1978 to 132 in 1979/80.

As security was the major stumbling-block extra funds were provided by Britain to buy locking metal cupboards for each school with small contributions from the schools themselves. By 1981 the original 111 schools had either received its own collection or expected to do so and it is understood that some allowance for primary school libraries is now made in the annual estimates of the Gambia Government.

8.9.5. Workshops for Primary School Teachers

Three workshops in basic librarianship for primary school teachers were held at the National Library in 1978, 1979 and 1980 as a prelude to the receipt of the ODA/British Council book presentation to all primary schools in the country - see section 8.9.4.
Speakers were drawn from the National Library, the Ministry and Department of Education, Department of Information and Broadcasting, Curriculum Development Centre, West African Examinations Council, Establishments Office and Ministry of External Affairs. Practical work was given and among the topics covered were:

- the library in the primary school
- resources as teaching aids
- children and books
- educating the very young
- the use of local materials in the educational process
- libraries as an integral part of teaching
- the library as educator
- using the reference collection
- the role of the National Library Service

8.9.6. Services in Secondary Schools

In the early 1970s all High Schools and a number of Secondary Technical Schools had library rooms containing collections of books varied in content and state of organization, the outstanding model being that of The Gambia High School.

Three events took place in 1973/1974 which did much to improve these libraries. These were:

(a) ODA/British Council book presentations to all secondary schools.
(b) The setting up of a model library at Crab Island Secondary Technical School with building materials supplied by the U.S. Embassy. Furniture was made at the school and books were provided from ODA/British Council funds.
(c) The appointment of a Voluntary Service Overseas Librarian initially to establish the model library and afterwards to organize other secondary school libraries and train teacher/
The book presentation amounted to £7500 and there were four others in the later 1970s - to two new high schools; St. Augustine's on the inauguration of its Sixth Form and to Armitage the most remote of the high schools.

A large well-built room to house the model library at Crab Island School was constructed and furnished and the Librarian selected and processed the books, organized lending facilities, arranged class visits for library lessons and trained selected teachers and pupils in the running of a school library. She then proceeded to undertake similar tasks at other schools, producing a School Libraries Manual as a guide to all of them. Her work was continued by later volunteers who in turn assisted with the greatly expanded children's and Schools Library Service until this was taken over completely by a Gambian, Mr. A.W. Mbye, in 1981.

Sadly by 1982 the library at Crab Island School was closed because there was no trained teacher/librarian to run it. Teachers are indeed transferred from one school to another fairly frequently but it seems a great pity that no one was available when so much effort had already gone into what was a successful venture. The Gambia High School has deteriorated also because of an insufficient supply of books so the brightest spots on the secondary school library horizon at this time are St. Augustine's and St. Joseph's which seemingly have been promised completely new libraries by a Canadian organization.

Yundum College and Gambia College

At the same time as the upsurge of interest in school libraries took place improvements were made at Yundum College Library thanks to advice from the National Library and to the efforts made by the Department of English at the College. In 1974 a professional librarian
was appointed for the first time, Miss Susan Burrill a Peace Corps volunteer, and she arrived at the right time to organize the Library still further and deal with the £4000 ODA/British Council book presentation intended for the new Gambia College of Further Education at Brikama.

These books, however, were destined to be used in the old College after all as it was not until 1981/82 that the very attractive new College came into being. Its library is spacious and well-furnished with a good-sized workroom containing pull-out storage shelving and a resources section which includes a dark room. Mrs. Rosanna Ndaw was seconded from the National Library in 1980 to be the College Librarian and there are twelve other staff. On one afternoon each week she works in the libraries of the Schools of Nursing and Public Health which are constituent parts of the College although located elsewhere. Although it has quite a good collection of interesting periodicals the College Library seems to be short of books and resource materials and one hopes that plans are in hand to rectify this.

8.9.8. Vocational Training Centres

All of these have book collections and the latest, The Gambia Technical Training Institute, has a library comprising a large room with shelves and study facilities and manned by a non-professional librarian plus three assistants. The library was not yet functioning at the end of 1982 as the bulk of the stock is formed from donations but there are plans for improving the situation and adding a resources unit including audiovisual material.

8.10. SERVICES IN THE PROVINCES

8.10.1. Mobile Library

By 1974/1975 the original Mobile Library was coming to the end of
UP-COUNTRY ROAD

TEACHERS IN UP-COUNTRY SCHOOL COMPOUND

UP-COUNTRY ROAD

GOVERNMENT REST HOUSE
its useful days and was frequently out of action. Consideration was given in 1977 to the purchase of a new vehicle but no advance was made at that time. However the Gambian authorities were very much aware of the inadequacy of book supplies, were committed to improving the position and were concerned with the further development of the "out-reach" capacity of the National Library Service. Consequently in 1979 two new vehicles were ordered from Cockers of Southport, Lancashire. These were intended for off-road operation - impossible with a conventional lorry-type mobile - and were therefore based on a Land Rover 109" wheelbase chassis. In addition they were equipped with hot climate cooling and capacity for 900 volumes with access from outside by the use of hinged flaps at the sides and rear of the body. They duly arrived in April 1980 so that the Mobile Library Service was resumed after a break of five years. One van operates on the North Bank of the river, the other on the South Bank, serving primary and secondary pupils and adult users such as teachers, civil servants, police and medical staff. A new set of readers was also attracted to the Mobiles, namely Arabic speakers such as Koranic teachers for whom a collection of Arabic/English texts was provided and they also showed interest in beginners' books in English.

To be fully effective a Mobile Service requires an independent stock and reserve. Since the Gambian book grant could not meet this the British Council intended to make a contribution in 1979/1980 towards it but cuts in Council expenditure at that time made this impossible. Consequently existing bookstock at headquarters had to be depleted to fill the empty shelves of the vehicles.

Operating a Mobile Service in The Gambia is no easy matter even at the best of times. One particular hazard is the red dust which penetrates books, shelves and everything else. Bad roads contribute to heavy wear and tear on vehicles, petrol can be in short supply up-
country, break-down of ferries causes long delays, heat and insects take their toll - all this in addition to the problems of books and readers.

8.10.2. Book Boxes

Book boxes continued to be supplied to individuals and groups who requested them. They were also very much in use for supplies to primary and secondary technical schools and a more detailed description of service to the primary sector is given under sections 8.9.3 and 8.9.4. The expected strengthening of the General Book Box stock by the British Council also fell victim to expenditure cuts and in the National Library Annual Report for 1981 the Chief Librarian refers to replenishing it by drawing on the Lending, Children's and Mobile Libraries.

8.10.3. Branch Libraries

At a meeting in 1978 of the Director of Education, Permanent Secretary and the Chief Librarian agreement was reached on the joint use of the Teachers' Centres being established in the four Education Regions, as branch libraries of the National Library Service. The first of these, at Basse, was about to open at the end of 1982 and it is hoped to establish the others sometime in the future depending on adequate supplies of books and supervisory provision.

8.11. SERVICES TO GOVERNMENT LIBRARIES

8.11.1. Books and Periodicals

Twenty-seven Government bodies, excluding institutions under the Department of Education, received presentations from the ODA/British Council Books Presentation Programme during the ten years 1972 to 1982. These were the libraries of:

The Supreme Court; Attorney General's Department; Medical
and Health including two hospitals; School of Nursing; School of Public Health; Ministry of Agriculture; Department of Agriculture; Sapu Agricultural Station; Veterinary Department; Department of Forestry; Wildlife Conservation Department; Ministry of Economic Planning and Industrial Development; Department of Social Welfare; Public Works; Information and Broadcasting; Hydrometeorological Services; Civil Aviation; Ministry of External Affairs; House of Representatives; Gambia National Museum and Cultural Archives; Gambia Port Authority; Gambia Utilities Corporation; Auditor General's Office; Police Training College; Field Force Pioneer Unit.

All require a supply of up-to-date reference material which they find impossible to obtain because of sparse funds.

8.11.2. Administration and Staff Training

It was evident in the early part of the decade that Government libraries were in need of professional assistance. Not only was there a lack of knowledge of library organization and techniques but the subject matter contained in most of them is very specialized. The Chief Librarian had worked in a number of departmental libraries from time to time and advised staff on the running of them but because of her duties at the National Library and overall shortage of trained staff she was unable to do as much as she wished. She is at present responsible for professional advice, staff training and assistance with book selection in these libraries and has attempted to meet training requirements in two ways - by attachments to the National Library and by training courses and workshops.

Attachments for short periods of training are useful but on account of the special nature of the material in departmental libraries
experience of public library routines is not sufficient. A notable
workshop in basic librarianship sponsored by UNESCO took place in 1978.
It lasted for six weeks and when the UNESCO consultant who was to
direct the course failed to appear Ms. Sally N’Jie took over.

8.11.3. The NATIONAL ARCHIVES are separately housed, come under a
different administration and have their own staff. The Chief
Librarian of the National Library is a member of the Archives Committee.

8.12. USER EDUCATION

From the time of the proposed expansion of the Schools Library
Service in 1973 it was clearly apparent that a country-wide programme
of user education was essential. This began with one-day courses for
Primary School head teachers at which demonstration followed by
practical participation gave them experience of:
- what different kinds of books have to offer
- work with reference books and teaching children how to
  find information
- how to take care of books.
It was hoped that the headmasters would then pass on these ideas to
the teachers and pupils at their schools. In successive years summer
vacation courses for teachers provided further opportunity for reinfor­
cing the use of books and libraries and the importance of book care.

Class visits and library lessons in secondary school libraries
were first started at the Gambia High School a long time ago and others
took up the idea. How widespread this is at present is not known but
Gambia College has a regular programme of student-group instructional
visits to the College Library. Much can be done among young people
and any groups who make use of the National Library. With so many
schools nearby group visits to the Library are quite easy and similar
arrangements can be made for schools further afield. Conversely opportunities for the advancement of user education are plentiful when National Library staff visit educational institutions.

8.13. The National Library Service has come a long way in the past ten years. All recommendations contained in the Report on Library Development of 1972 - see Appendix 2 - have been implemented with the exception of:

(i) The position of the Library Board. This has been amended and works well.

(ii) A postal service to individuals - as far as can be ascertained.

(iii) Service by the Mobile Library to adults and adolescents. The present Mobiles serve adults and children of all ages.

(iv) The setting up of a Resource Centre at the National Library. These are however relatively minor points. Setting aside the Report's recommendations, other achievements include:

(i) The improved status of library staff.

(ii) Increased attendance by staff at conferences and seminars.

(iii) The appointment of the Chief Librarian as an office-bearer in professional bodies outside The Gambia.

(iv) The production of a national bibliography.

(v) The revitalization of book stocks in libraries all over The Gambia.

(vi) The opening of the first branch library.
SOME OF THE NATIONAL LIBRARY STAFF IN 1982
CHAPTER 9

OBSERVATIONS ON THE FUTURE

It would be presumptuous for an outsider, however interested and well-intentioned, to speculate on the future of library development in The Gambia or to attempt to find solutions to its problems. However, some thoughts have come to mind as this study unfolded and in putting them on paper they are merely observations, nothing more.

9.1. FUNCTIONS OF A NATIONAL LIBRARY

Of the various concepts of the role of a national library perhaps the most apt for purposes of this study is that of M.B. Line published in 1980(47) primarily because it suggests revisions in the light of the needs of developing countries. Line divided these functions into three categories: Fundamental, "by-product" and other possible correlations. Let us consider each of these in turn and how far they are met by The Gambia National Library.

9.1.2. Fundamental Functions

A1. The central collection of nation's information media.

This is intended to be built up by legal deposit and other means, to include materials relevant to the country as well as produced by it, to cover non-print as well as published matter and to provide duplicates for loan and photocopy purposes. The National Library enjoys legal deposit for printed but not for non-print material although it is authorized to assemble and maintain the latter - see Appendix 3, The Gambia Library Board Act No. 31 1976, Part III, 13(2)(a) and Part V, 20.

A2. Central loan/photocopy collection of foreign literature.

Most of the material in the National Library comes under the
category of "foreign literature" and its formation should be based on the known and likely demands made on it.

A3. Planning and co-ordination of interlibrary lending.

Line considers this an essential function, perhaps the most important of all, and would prefer to describe it as "document supply" because of the major part played by photocopying. The agreement and co-operation of other Gambian libraries would be necessary to carry this out.

A4. Publication of the national bibliography, current and retrospective.

A national bibliography has been published since 1978 based on the items supplied under legal deposit.


By this is meant planning and co-ordinating access to machine-held data-bases and the use of bibliographic information resources. No indigenous library has the means of using such data-bases. The Medical Research Council Laboratories may go "on-line" sometime in the future. As far as Gambian material is concerned the National Library together with the National Archives act as bibliographic enquiry centres. A similar function in other subject fields depends on the bibliographic resources available and the National Library does what it can.

A6. National repository for the receipt, storage and supply by loan or photocopy of items withdrawn from other libraries.

Line states that this will not be an important factor in developing countries for some years and the implication is that it can be ignored for the present. Questions which come to mind are those of space and the retention of items which are unlikely to be wanted.


The National Library is an exchange centre and this function is likely to expand.
9.1.3. **By-Product Functions**

**B1. Publication of catalogues.**

This is applicable only to large national libraries.

**B2. Exhibitions.**

The National Library does hold exhibitions, useful in themselves and good publicity for the Library.

**B3. Research on library techniques.**

This can be done as the need arises. Possibilities which come to mind are classification schemes for Africana and the form to be used for African names in cataloguing. It would be best if this was agreed on a regional basis.

**B4. Professional Training.**

The National Library is a practical training ground for its own staff and trainees from other libraries.

**B5. Expertise in library techniques.**

Advice is given to other libraries as required.

9.1.4. **Other Possible Functions**

**B6. Collection of information media relating to the country but issued elsewhere.**

The Gambia is doing this as far as it can, the deciding factor being one of funds and other priorities. It is to be hoped that a truly comprehensive collection of Gambiana will be acquired in time.

**B7. Books for the Blind.**

Much depends on whether the Gambian School for the Blind can organize supplies of books and sound recordings.

**B8. Collection of manuscripts other than those of national relevance**
and importance.

An unlikely function in The Gambia but manuscripts which are of national relevance and importance will be found in the National Archives or the National Library.

9.2. **DUAL FUNCTIONS OF THE GAMBIA NATIONAL LIBRARY**

As in other developing countries The Gambia National Library plays another role in addition to the functions cited in section 9.1. This role is that of a provider of public library services and indeed it goes further than that since it provides a schools library service and Government Departmental libraries are under its care. The value of libraries is being increasingly recognised and a well-organized service can form an infrastructure for national development. Such a service aims to provide books and other materials to all who can benefit from these, primarily the literate population. This leads to a few reflections which it is proposed to consider briefly:

9.2.1. **Services to New Literate and Non Literate People**

It is of course the duty of the public library to assist new literates as much as possible with suitable reading material. In the case of The Gambia this is most likely to be material in the main vernaculars produced by the literacy agencies and therefore the Library Service can co-operate with these agencies by holding substantial stocks and assist with their distribution. The needs of new literate and non-literate people were discussed fully at the First IFLA Africa Section Standing Committee meeting held in Banjul in 1980 - see section 8.8.2. - with priority to be given to audio-visual materials.

Majid Rahnema, Regional Representative of the United Nations Development Programme in Mali, has described a project for setting up sound libraries in that country. By recording functional,
traditional and other knowledge on cassettes and producing transcripts in booklet form, sound and book libraries will be built up in villages with facilities for listening and borrowing by groups or individuals. A central sound library will house a copy of each village recording. Although seeming costly and somewhat fanciful it would be interesting to see how this project develops especially as it has dissemination as well as preservation objectives.

9.2.2. Services in the Provinces

A prerequisite for a good library service is an adequate and regular supply of relevant books and other materials and it is extremely difficult for the National Library Service to do this given the present financial resources at its disposal. We have already seen in Chapter 8 that in order to meet the requirements of different sections "robbing Peter to pay Paul" tactics had to be adopted with an interchange of stock between the lending, Mobiles and Book Boxes as the need arose leaving one or other sadly depleted. To be effective the Mobiles and Book Box schemes must have an independent stock and reserve.

There are differences of opinion as to whether mobile libraries or static centres are most suitable for rural areas. Both have their place and every library authority has to decide what is most expedient. F.A. Sharr (49) maintains that a mobile library is efficient if certain conditions are met. These are:

(i) that the vehicle spends more time as a library than it does being mobile;

(ii) that the roads and climate are such that schedules can be consistently maintained and that the vehicle will have a reasonable life.

In many rural areas these conditions cannot be met. Sharr states that a mobile library is likely to cost more to serve the same number of people than a number of static libraries and if it costs less the service
is probably inferior. Points in favour of static libraries are:

(i) they can be housed in community centres or schools which are used after the normal school day for non-formal education purposes;

(ii) they can become overall cultural centres with the library as a central core.

(iii) local people have a sense of "belonging".

(iv) reference books, newspapers and periodicals can be provided which is not possible in a mobile library.

With the gradual opening of branch libraries in The Gambia in the four educational regions it would be of value to examine carefully the cost-effectiveness of the various kinds of book provision in the Provinces.

9.3. DEVELOPMENT OF INFORMATION SERVICES

Much has been written about the "information explosion" and the direct dependence on information services for a country's economic, social and industrial advancement. We are told that there is an enormous potential market for information to improve food supplies, health, natural resources and industry in developing countries, matters which are of utmost importance for the well-being of their people. In fact K.J. Mchombu (50) goes so far as to say that information is only relevant if it is related to the struggle against poverty, ignorance and disease.

9.3.1. National Planning of Information Services

The need for the national planning of information infrastructures and resources grew out of a series of regional planning conferences sponsored by UNESCO and culminating in one held in Paris in 1974. (51) The main outcome of this was the concept of National Information
Systems (NATIS) which affirmed that governments should at all levels make maximum use of all relevant information through library, documentation and archives services for the benefit of all sections of the community.

The basic requirements of NATIS were laid down as follows:

1. A national information policy.
2. Stimulation of user awareness.
3. Promotion of the reading habit.
4. Assessment of users' needs.
5. Analysis of existing information resources.
6. Analysis of manpower resources.

To these were added the planning requirements:

7. Planning the organization structure of NATIS.
8. Supplying manpower.
9. Planning the technological needs.
10. A legislative framework for NATIS.
11. Finance.
12. Universal Bibliographical Control which presupposes the establishment of a National Bibliographical Centre.

Allied to NATIS is the World Science Information System (UNISIST) which is intended to facilitate access to world information resources initially in pure and applied science but now covering the social sciences also. Both NATIS and UNISIST have been merged into UNESCO's General Information Programme.

9.3.2. The Position in The Gambia

A major argument of a paper written by A.V.S. Lochhead\(^5\) in 1976 was that a great deal of social information in The Gambia is available but is not used, either because there is no one trained to use it or because the publications are not easily accessible. As a first step he suggested stock-taking and photocopying to find out what has already been gathered and to bring it together. The next step would be to analyse
the information, collate it and bring it into a form which could be used
by the planners.

The need for an integrated and comprehensive national information
resource centre in The Gambia was stressed at a United Nations Conference
on Science and Technology for Development (53) held in Banjul in 1978.
A centre of this kind would have links with all departments, ministries
and private agencies and would itself be part of a regional research and
training institute which the meeting recommended should be established
in each of the three regions of Africa south of the Sahara.

In the preface to General bibliography of The Gambia (54) published
in 1979, D.P. Gamble refers to the tremendous increase in scientific work
he was able to record, especially in medicine and agriculture. He
emphasises that ephemeral material is crucial. Items published outside
The Gambia are only included in The Gambia National Bibliography if
acquired by the National Library. This means that articles which are
to be found in 600 newspapers and journals throughout the world are not
listed. Even computer data bases include few references to material
published in the country except for agricultural reports which are
presumably acquired by one of the major libraries. It would seem that
mechanisms for transfer of information in both directions still need to
be developed.

As a beginning therefore The Gambia could decide at high level on
information policy, followed by a comprehensive survey of resources and
their recording. This would mean standardized professional cataloguing
of every collection in the country using external printed card services
as far as possible, the building up of a union catalogue and a union list
of periodicals holdings.

9.3.3. Co-operation and Resource Sharing

Economic pressures and mounting costs are forcing co-operation and
interdependence among libraries in providing services and standards not
possible in isolation. Studies on co-operation among West African countries have been made by G.M. Sheriff, (55) Mary Stutzman, (56) A. Akinyotu, (57) B.Y. Boadi, (58) and others. The last-mentioned is particularly noteworthy not only on account of its excellence but also because in its coverage of English-speaking West Africa it refers in some detail to The Gambia.

The author found that "of all the library and information systems in the sub-region, The Gambia's is the least developed. A more vigorous national programme for the education of professional staff will have to be pursued if The Gambia is to have an effective national library and information service". (59) Essential elements are the need for a co-ordinating body and referral centre (such as the National Library) and a sound legal and financial basis. He refers specifically to the absence of a time limit and penalty clause in the legal deposit section of The Gambia Library Board Act 1976 - see Appendix 3, Part V (20).

Mr. Boadi recommends concentration on the agricultural and medical fields in particular and the use of catalogue cards in MARC format obtained from an external source. This represents the first level of attainment and it is suggested that The Gambia, Sierra Leone and Liberia should not progress beyond this for the time being. The second and third levels involve the use of automation. In his research Boadi found that no library in the country had even limited access to a computer. It is worth noting that although the Medical Research Council Laboratories in The Gambia are not mentioned in the Boadi study this organization has a micro computer. All medical information is fed on to floppy discs which are either stored or loaned to workers in the same field.

The feasibility of establishing a central data bank in Africa for storage, analysis and dissemination of information on local and various imported technologies was examined in a report submitted to UNESCO in
Three main areas were identified - agriculture, public health and engineering - and initially there were to be two designated regions, one of these to serve West Africa and provide a Continent-wide service based in Nigeria.

The long association of the Anglophone West African countries with each other, the library inter-relationships which already exist and the use of a common language must surely mean even greater collaboration among them in the future.

9.3.4. Co-operation with Senegal

With the birth of the Confederation of Senegambia it is likely that there will be increased co-operation between the two countries in the library and information fields. Compared with The Gambia Senegal is rich in academic and research libraries as the following outline reveals:

(1) National Library.

Three libraries perform the functions of a national library - L'Institut Fondamental d'Afrique Noire (IFAN); Archives Nationales; Centre de Recherche et de Documentation du Senegal (CRDS). The first two are located in Dakar, the third in the old capital Saint-Louis.

IFAN was established in 1938, it has had copyright privilege since 1946 and a new decree on legal deposit requirements was adopted in 1976. It is now part of the University of Dakar, specializes in Africana weighted towards the humanities and social sciences and contains over 60,000 volumes, 4000 periodical titles together with maps, photographs, slides, microfilms and over 12,000 files of documents.

The Archives Nationales, founded in 1913, enjoys legal deposit of official publications, and collects materials on the history of Senegal and those territories which were formerly part of French West Africa. It has a documentation centre, an archive training centre and publishes
the Bibliographie du Senegal which is sent to organizations with which exchange agreements have been made.

CRDS, established in 1943, contains 20,000 volumes.

(2) University of Dakar.

The University has four faculties - Humanities, Science, Law and Economics and Medicine and Pharmacy - and 17 attached research institutes, all of which have important libraries. The Central Library contains over 350,000 volumes and 5000 periodicals.

There are also four independent college libraries.

(3) Special Libraries.

Senegal is fortunate in having 44 special libraries and 30 documentation centres. Of these five in particular should be mentioned:

(i) Institut Senegalais de Recherches Agricoles. This institute controls eight others, all of which have their own collections, and covers all fields of agriculture, forestry and fisheries.

(ii) Office de la Recherche Scientifique et Technique Outre-Mer (ORSTOM) Centre de Dakar deals with soils, hydrology, geology, agronomy, etc. and has two out-stations. France has a scientific and technological information policy in partnership with Francophone countries south of the Sahara which has been described by Raymond Aubrac.\(^{(61)}\) Under this agreement the developing countries gain access to information collected by French researchers working on the problems of these countries and they are also assisted to set up their own networks. Some of these research workers are attached to institutes which are members of ORSTOM.

(iii) The Commission Nationale pour Documentation Scientifique et Technique was established in 1974 on the instructions of the Prime Minister. It represents the initial stage in an attempt to define a national documentation policy and its aims were harmonisation of documentation projects, ensuring maximum utilization of documents and the preparation of
Senegal's integration into international systems.

(iii) Following (iii) above, the Centre National pour Documentation Scientifique et Technique was launched in 1976 with the responsibilities of improving the means of processing, storing information on magnetic tapes and in microform and in forming relationships with national centres abroad and with international systems.

(v) The documentation centre of the Organisation pour la Mise en Valeur du Fleuve Senegal (OMVS) founded in 1970 at Saint-Louis is the first Senegalese experiment in automated processing of documentation. Its purpose is the centralization and full utilization of all material concerning the Senegal River Valley using magnetic tape and microfiche.

(4) Public and School Libraries.

There are few public libraries in Senegal and those that exist are provided through cultural, social and other centres. The libraries of foreign cultural centres such as the Alliance Francaise, British Council, American Cultural Centre and the British/Senegalese Institute (a joint venture) have a surrogate role to play as public libraries. There are libraries in individual schools but even these are few and there is no schools library service.

This is no doubt a reflection of the attitude towards public and children's libraries in metropolitan France which over the years lagged behind other advanced nations.

(5) School of Librarianship, University of Dakar.

The Ecole de Bibliothécaires, Archivistes et Documentalistes aims to produce trained personnel in these fields by offering a postgraduate diploma for full professionals and two-year courses for para-professionals. It attracts students mainly from Francophone Africa but also from France itself and French-speaking Canada.
(6) Library Associations.

The Association Nationale des Bibliothécaires, Archivistes et Documentalistes Senegalais was published in 1975 and one of its major accomplishments is working with a Government Commission to adopt legislation concerning libraries in Senegal. It sponsors seminars, workshops, lectures, exhibits and book weeks.

An older organization, the Association Internationale pour le Developpement de la Documentation des Bibliothèques et des Archives en Afrique, founded at Saint-Louis in 1957, was directed towards the formation of a national system of libraries, documentation centres, archives and museums in all African countries and national branches were set up in Senegal and other Francophone states in West Africa. It is still active.

With the presence of more sophisticated academic and special libraries in Senegal and the greater development of a public and schools library system in The Gambia there are indications that co-operation with each other could be very rewarding. Senegal too is the regional centre for a number of organizations while Mali is the headquarters of the Permanent Inter-State Committee on Drought in the Sahel to which The Gambia belongs. This could lead to greater involvement with other Francophone countries.

9.3.5. Impact of new Technology

C.P. Bourne (62) contends that the governments of developing countries have three options:

(1) Continue with limited resources.

(2) Allocate more funds for improving local collections including indexing and abstracting services.

(3) Improve existing local services with those which are computer-based.
It is believed by some that automation and other new technology are a flight of fancy when applied to the poorer African countries. Yet communication links by satellite are growing and The Gambia has a satellite station, therefore possibilities are there. A crucial factor is the extremely rapid development of technologies but they can be applied selectively. It is for the Gambians to decide if and when and to what degree this should be done in their country.
10.1. FACTORS AFFECTING READING

The physical conditions surrounding so many people in The Gambia counteract the reading habit even for those who are able to pursue this. Heat and humidity, overcrowding, noise and poor lighting are not conducive to reading of any kind. Hence the intense use of the National Library for study purposes. Reading is also a solitary activity which is foreign to the communal pursuits of much of African life. It need not be so, however. Oral story-telling has always had a place in Gambian culture.

With the need primarily to read for self-improvement it is alleged that generally speaking reading is not related to recreation or pleasure. This is true to some extent but one has only to see new books appearing in the Junior Library one day and view empty shelves the next. An illiterate caretaker carrying a pile of new books into a school was seen to pounce on one on football. He was unable to read it but he could appreciate the illustrations.

For many, the struggle with words in a foreign language is not calculated to develop a taste for reading. Hence the need for books in the vernacular languages, in English, French and Arabic which are appropriate regarding both subject matter and level.

10.2. FACTORS AFFECTING LIBRARIES

Libraries are now part of the national development plans of Government and have been since 1975. The main sphere of influence rests with the policy-makers – they need to be convinced. This gives rise to consideration of the part which might be played by a strong Gambia Library Association and a body such as Friends of the National Library. An
association has been established and collaboration with other library associations in West Africa would give it added strength. Friends of the National Library could include interested persons of influence in the community who although not librarians would contribute in various ways to its well-being.

It will perhaps be necessary to define more clearly the functions of the National Library given the resources of money and personnel available. There must undoubtedly be emphasis on services to young people, schools and continuing education. Information requirements must be assessed without either inducing fear of modern technology or raising inaccurate expectations from it. It is likely that public libraries will assume a broader role - as they are already doing - with a wider social purpose. Factors which greatly affect services in the rural areas are communications and the possibility of greater decentralization.

A steady flow of books and non-book materials is essential with greater emphasis on the latter than hitherto. With this is allied the increasing need for user education. Qualified staff are thinly spread and they and their assistants require sufficient opportunity for keeping abreast with developments in the library world not only by attendance at short courses and conferences but by the availability of appropriate literature. Co-operation within The Gambia and with other countries in West Africa is a vital factor.

In a country with a low availability of capital and difficulty in absorbing recurrent costs finance plays a very decisive part in library development. Together with the commitment by Government, foreign sources can be tapped especially those with which The Gambia already has connections. What the World Bank and other bodies have done for education can perhaps be followed in the library field. External aid is not however sufficient by itself. The question of attitudes is
all-important. The Gambians themselves will decide on the form their educational and library systems will follow to help to create thinking citizens of a free community. In pursuing a policy of gradual evolution step by step this would fit well with the Wolof maxim which says: "Going slowly will get you there in the end".
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GAMBIA LIBRARY SERVICE

REPORT BY

R. A. FLOOD

THE BRITISH COUNCIL

April 1970
I. Background

1. The present library in Bathurst was originally established as a British Council Library. Although the Council withdrew from the Gambia in 1963 and the library has been supported since then by the Gambia Government it is still known as "The British Council Library".

2. There is a library committee which appears to be advisory though its terms of reference do not appear to be clearly defined. I understand that the committee was set up in 1963 by the Department of Education to run the library after the withdrawal of the Council. This would indicate that the committee was intended to have executive power. So far as I know there is no library legislation. However the committee is a lively one and its members are very concerned to promote the development of a library service.

3. The Ministry of Education is responsible for the library and provides for staff (Senior Librarian, 3 library assistants a messenger and a caretaker at a total cost of £1900) and upkeep of the library. There is no separate allocation for books.

4. The Americans provided finance for a mobile library and a solid well designed vehicle on a Landrover Chassis was built by Elequip Ltd. of Wigston, Leicester at a cost of £2,300. Capacity 1,100 vols.

5. The present building is a converted private dwelling originally rented by the Council in 1949. It is in a dilapidated state and would require a large sum for renovating, Termites have damaged the fabric and flooring and shelving has constantly to be replaced. Shelving is wood and badly made, furniture is old, the readers chairs are canvas on steel frame and much of the canvas has rotted.

6. The bookstock is badly in need of replacement. About 50% of the present stock on the shelves should be discarded. In the childrens library any new books are on loan and what remains on the shelves is a sorry collection.

7. Working with an inadequate staff the Senior Librarian has been unable to cope with the massive weeding out of stock which is necessary. The main sources of book supply are gifts, some of which are unsuitable.

II. The need for a library service

1. In any country progress in development depends in the long run on education. Basically the ability to read and to understand what is read is the essential ingredient of social political and economic advance.

2. However it is useless teaching people to read to create a literate population unless the community has access to reading materials. Equally understanding of what is read, as much as the mechanical ability to read, requires frequent practice and reading which is wider in range than the basic primer.
3. Without access to reading materials a population made literate by formal education at some considerable cost can easily lapse into illiteracy. The problem of "lapsed literates" is one which has been exercising the attention of Unesco and that body has emphasised that the provision and effective distribution of reading materials is vital.

4. A national library service can meet the essential reading needs by providing a service to the public in general but particularly to those studying or seeking information, by service to schools, teacher training colleges etc and, as feasible and necessary, organising a technical and scientific information service. It can maintain literacy and, by providing children, students and adults with access to books, it can encourage the reading habit and thus increase fluency in reading.

III Proposals for the future development of the library service

1. Any major improvement will require external financial aid. However this is unlikely to be forthcoming unless there is some guarantee that the Gambia Government will finance the recurrent cost of running the service at an adequate level (i.e. staff salaries, proper provision for book supply, maintenance costs of building and equipment including the mobile library or libraries and administrative expenses such as light telephone and stationery). For example the British Council administers a scheme to aid library development which is intended to provide finance for capital costs such as buildings, equipment, vehicles, initial stock of books and scholarships for initial training of staff. Such aid however can only be provided where the Council is satisfied that a scheme is viable, that there is proper professional direction of the development and that adequate recurrent funds will be provided by the receiving government.

2. The immediate needs of the existing library service are:-

   a) Large scale revision and replenishment of the book stock and in particular a considerable addition to the stock of books for junior readers.

   b) A new building and new furniture and equipment.

   c) Strengthening and training of staff.

3. At the same time it is important to extend the library service to provide effectively for the needs of schools and the teacher training college. The Gambia urgently needs proper provision of reading material in the field of back-ground and recreational reading to supplement formal education.

4. The detailed planning and organisation of such development will require the full time services of an experienced and well qualified librarian supported in the execution of the plans by the present committee and staff. The subsequent successful administration of the service will depend upon an effective administrative machinery. This could be achieved either by making the library service a department of the Ministry of Education with a committee to advise the Minister and with the Librarian as executive officer or by creating a library Board as a statutory body responsible for library services financed by an annual subvention from government on the education vote, again with the

................/3
Librarian as executive officer. In either case the library service should be established by legislation and examples of legislation in other African countries are appended.

5. **Specific recommendations** are as follows:-

   i) The Gambia Government should seek the appointment of a Library Adviser, the post being provided under Technical Assistance.

   ii) The Adviser should be responsible for drawing up a detailed and costed development plan.

   iii) Subject to acceptance by the Government of the plan and its financial implications, application should be made to the British Council for financial aid to meet capital costs. As a rough guide only past experience has shown that the minimum recurrent expenditure required to be met by the receiving Government so as to ensure an effective service and to attract external aid is between £5000 and £10,000 and capital aid provided by the Council would be between £30,000 and £50,000 over a three year period. It is obviously essential to relate the cost of the development both recurrent and capital to the economic situation of the country and the financial resources of the government. However the example quoted above is based on actual figures for African countries similar to the Gambia in size and financial resources. The breakdown of the sums would be approximately as follows.

**Recurrent (to be provided by government)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff.</strong></td>
<td></td>
</tr>
<tr>
<td>Exact requirements to be decided by Adviser but to include qualified Librarian and Deputy Librarian with adequate supporting professional clerical and domestic staff.</td>
<td>£3/4000</td>
</tr>
<tr>
<td><strong>Books.</strong></td>
<td></td>
</tr>
<tr>
<td>Provision probably not required in first year or so of initial build up when provision is made under capital aid but essential thereafter.</td>
<td>£3000</td>
</tr>
<tr>
<td><strong>Maintenance.</strong></td>
<td></td>
</tr>
<tr>
<td>Building equipment and vehicle(s)</td>
<td>£1000</td>
</tr>
<tr>
<td><strong>Office expenses.</strong></td>
<td></td>
</tr>
<tr>
<td>Light, telephone stationery etc.</td>
<td>£500</td>
</tr>
<tr>
<td><strong>Total rising to:</strong></td>
<td></td>
</tr>
<tr>
<td>£8500</td>
<td></td>
</tr>
</tbody>
</table>

| **Total rising to:** |        |
| £10,000 |
Capital (British Council aid)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>£20,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>£5,000</td>
</tr>
<tr>
<td>Mobile Library</td>
<td>£4,000</td>
</tr>
<tr>
<td>Books (3 years at £5000 p.a.)</td>
<td>£15,000</td>
</tr>
<tr>
<td>Scholarship for training qualified Deputy Librarian</td>
<td>£3,000</td>
</tr>
</tbody>
</table>

Total: £47,000

It should be emphasised that this example is purely a guide to the scale of provision required and the figures are not mandatory. Financial aid from the British Council would depend upon the conditions outlined in this memorandum and would be subject to availability of funds in the Council's budget.

iv) A new library building is required with a total floor area of not less than 6000 square feet to incorporate, lending library, reference library with reading and study facilities, children's library, hall for exhibitions and cultural and educational meetings, office and workroom, loading bay for mobile library and storage space for book stock for the mobile library and school library service.

The site of the present building is good and should be used. I understand that the site could be increased in depth and this would be desirable. Sketch plans for a building were shown to me at the meeting of the library committee during my visit. Although there was not time to examine these in detail I felt that though the design had many attractive features and the floor area was about right the dispersal of departments of the library within a two story L shaped building would be wasteful of staff.

At the request of the architect copies of plans of library buildings of appropriate size recently built in other African countries will be supplied.

v) A second vehicle of similar design to the present mobile library will be necessary particularly to provide a service to schools.

vi) All the furniture and equipment of the present library would need to be replaced.

vii) Early action should be taken to appoint and train a Deputy Librarian. The minimum educational standard of the trainee should be five passes in G.C.E. of which one must be in English language and at least two at Advanced level. Training in Britain would require two to three years and should lead to a minimum qualification of Associate of the Library Association.

viii) Up to 50% of the present book stock should be discarded as worn out, out of date or otherwise unsuitable. The build up of new stock should take account of the heavy demand for children's books, simple informational books and simplified
supplementary readers.

xi) A survey of existing library provision in schools and the teacher training college will be a necessary preliminary to the planning of an adequate library service to these institutions. Present financial provision is obviously inadequate and it should be pointed out that to ensure adequate bookstock for schools will require funds over and above those for the general public library service.

x) The library service must have the backing of legislation and one task of the Library Adviser will be to draft a Library Bill in consultation with appropriate government officials. The legislation should provide for either the establishment of a statutory board to administer the library service or a committee or council to advise the Minister on the management of the service.

6. Conclusion

The Gambia needs a library service to meet the reading needs of the population in general and to support the educational advance of the country. Such a service cannot be provided without adequate funds but the ultimate cost of failing to provide it, in terms of lack of educational and economic advancement will be far greater.

R.A. Flood,
April, 1970
REPORT ON THE DEVELOPMENT
OF THE GAMBIA NATIONAL
LIBRARY SERVICE

BY

M. A. THORNHILL

March 1972
REPORT ON THE DEVELOPMENT OF THE GAMBIA
NATIONAL LIBRARY SERVICE

1. INTRODUCTION

In October 1971 I was appointed Library Adviser to the Ministry of Education, Health and Social Welfare, Government of the Gambia, with the following terms of reference:-

To draw up a costed development programme for the Gambia Library Service and supervise its re-organisation on lines suggested by Mr R A Flood, advising on any necessary legislation.

I have now completed my investigations and discussions and should like to take this opportunity of expressing my gratitude for the courtesy and co-operation shown to me by Government officials, persons concerned with education, members of the public and others. I am particularly grateful to Miss S P C N'Jie, Senior Librarian of the National Library, and her staff for answering my many questions and bearing with fortitude any inconvenience caused. I must also record my thanks to Mrs Poppy Chippendale for the efficient manner in which she has typed the report.

The idea of a development programme for the Gambia Library Service originated in a report made in 1970 by Mr R A Flood on behalf of the British Council which offered capital aid for a building, equipment and other assistance over a period of three or four years. This report has been approved in principle by the Government of The Gambia.
2. THE PRESENT NATIONAL LIBRARY SERVICE

2.1. The National Library

Mr Flood's comments in his report of 1970 are still valid but the necessity for urgent action is now even more acute. There is no need to repeat his description of the sad state of the National Library - dilapidated, unattractive building, poor furniture, inadequate book-stock, lack of a good supply of newspapers and periodicals, poor little children's library, etc.

The Library is also responsible for the Schools Film Service, films being shown to schools in Bathurst two or three days per week during the school term, the projection being done by one of the two Assistant Projectionists on the library staff. There is a collection of gramophone records, the most useful of which are English Literature records relating to the General Certificate of Education.

The Senior Librarian is responsible to the Permanent Secretary of the Ministry of Education, Health and Social Welfare and she is assisted in her work by three assistant librarians, one library clerk, two projectionists, a messenger and a caretaker. The library assistants take turns in manning the Mobile Library and Children's Library which is in a separate building.

The subscription rates are D3 (60p) per annum for Adult members, D1.50 (30p) for Junior members (ie from Fifth Form upwards) and 75 bututs (15p) for Children (ie up to Fourth Form).
2.1. The National Library - continued

Expenditure on the Library at present amounts to:

- Salaries: D14700 £2940
- Running Expenses: D2200 £440

The only provision for books is a small grant from the British Council. Lighting, water, telephone, stationery, postage and redecoration of the building are met by Government. The vote for Running Expenses covers repairs, cleaning materials, maintenance of film equipment and minor miscellaneous expenses.

2.2. The Mobile Library Service

The Mobile Library is a courageous attempt to provide a library service in the provinces particularly to schools and it is an enterprising start but it is somewhat uneconomic for the following reasons:

Service to Adults

A number of adults feel that the stock of books on the van is inadequate and unsuitable. One side is devoted to books for adults and the other to books for children and neither are being catered for properly. The subscription rate is the same as that for Bathurst readers and two books may be borrowed at a time.

Service to Schools

(a) Only those children who can afford the subscription have access to books. Some become members but do not rejoin the following year because they do not have the 75 bututs or D1.50 required.

(b) Children borrow one book only until the next visit of /the van....
2.2. The Mobile Library Service - continued

the van which is usually two to three months ahead, whereas for the same fee Bathurst children can change their books every day if they wish.

(c) Sometimes few or no books at all are borrowed when the van calls at a school. There may occasionally be good reason for this but it is a waste of time and petrol when it does happen.

(d) The books are taken home by the children and kept there until the van's next visit. In many cases the books are not looked after properly and in a very short time are ready for discarding.

Nevertheless the Mobile Library has brought books to many who would otherwise have had none and it is necessary now to build on what has been done already.

2.3. The Book Box Service

Book boxes are supplied to individual members, schools and group organisations who cannot or do not wish to use the other means of borrowing books. The charge for a small box containing 25 books is D3 (60p) per annum and a large box containing 50 books is D6 (£1.40). The distribution at the present time is as follows:-

<table>
<thead>
<tr>
<th>Individual members</th>
<th>2 large boxes; 32 small.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>16 &quot;</td>
</tr>
<tr>
<td>Group organisations</td>
<td>2 &quot;  ; 2 &quot;</td>
</tr>
</tbody>
</table>

/The boxes....
2.3. The Book Box Service - continued

The boxes are collected and returned by the recipients or transported on the Government river vessel "Lady Wright" at a very small charge, e.g., the cost of sending goods weighing 56 lbs to Basse which is the terminal point 242 miles up-river is 37 bututs (7½p).
3. OTHER LIBRARIES

3.1. Yundum College Library

The main library has been closed for some time and many of the books have been transferred to lecture rooms and are under the care of the various subject specialists. The students may borrow books from these separate collections but not those which remain in the main library, the reason being that there is no one to look after the latter. Students also have free access to the reading room which contains newspapers and periodicals and a number of reference books.

The Senior Librarian at the National Library classified and catalogued some of the stock a few years ago and members of staff of the English Department have continued this as other duties allow but much needs to be done to reorganise the library on proper lines and make it a central part of college life as it should be.

3.2. Libraries in Individual Schools

Senior secondary schools and some junior secondary schools have a room set aside as a library. The Gambia High School is an attractive and very well organised library, the book fund is wisely spent and it is very fortunate in having a graduate on a part-time basis who administers it and advises the pupils on their reading. None of the other secondary schools have these advantages and most of them are struggling against lack of books, lack of knowledge as to running a school library and security...
3.2. Libraries in Individual Schools - continued

difficulties.

Gifts of books from UNICEF for secondary schools are received from time to time.

Supplementary reading material in the primary schools is more plentiful than it was because of the D10,000 (£2000) made available for library books in 1971/72, but there are still not nearly enough books in most schools. The above sum is not recurrent.

3.3. Specialist and Private Libraries

I have visited the Public Records Office, the Prime Minister's Office File Depository and also a number of libraries such as those of the Court House, Medical Research Council, Bathurst Club, etc., in order to get an insight into specialist and other resources available.

3.4. The Ranfurly Library Service

The distribution of these books is undertaken by a member of staff of the Gambia High School and is thoughtfully done so that a wide range of schools and institutions benefit. Although a proportion of the books received are unsuitable a great many are very useful and they are after all completely free.
4. A UNIFIED GAMBIA LIBRARY SERVICE

Before describing what a unified country-wide library service entails, may I draw attention to the potentialities of a public library as laid down in the UNESCO Public Library Manifesto (see Appendix 1 to this report), particularly paragraph 5 which reads as follows:-

"... the public library should be: established and maintained under clear authority of law; supported wholly or mainly from public funds; open for free use on equal terms to all members of the community, regardless of occupation, creed, class, or race."

I do not suggest that The Gambia is able at this stage to provide a free public library service to all but that should be kept in mind as the ultimate aim. The services provided even now should have sufficient legal backing and financial support to demonstrate their present and future worth. Given at the same time a wide range of books and periodicals and trained staff the reading resources of The Gambia can be spread throughout the whole country and used where they are needed most.

4.1. Legislation

A governing body is necessary for the proper management of the library service and the decision rests with Government as to whether this should be a committee to advise the Minister or a statutory Library Board. The latter is the form used in several African countries. A proposed Gambia Library Board Act is in the hands of the Solicitor General and Legal Secretary at the present moment. I suggested that this might include /provision for....
4.1. Legislation - continued

provision for the legal deposit at the National Library of at least one copy of all publications produced in The Gambia. Gambian law requires such publications to be deposited at the Registrar General's office and the extension of this to the National Library would build up a first-class collection of material on the country which should be part of any National Library Service.

4.2. Administration

The present National Library would have three functions:-

(a) It would provide lending, reference, children's and other extension services in the city of Bathurst.

(b) It would be the Headquarters for the services provided in the provinces including any branch libraries which might be established.

(c) Subject to the agreement of the Education Department it would be the Headquarters of the Education Library Service covering schools and other educational institutions.

4.3. Finance

The Library Board would eventually be responsible for handling its own finances. The major part of its income would still come from Central government, supported by contributions from Bathurst City Council and from any Area Councils where branch libraries were eventually established.

/There.....
4.3. Finance - continued

There would also be income from subscriptions and fines as at present. Although payment of subscription is contrary to the principles stated in the UNESCO Manifesto I suggest that the subscription for home reading services be continued until the real reading needs of the country are established and there is greater equality in the service provided. The subscription should first be abolished in the Schools Service then in the Children's Library and finally for adults. I should like to suggest that the Reference Library should be freely open to all and not only for members but this may be too difficult because of lack of space and seating accommodation.
5. THE EDUCATION LIBRARY SERVICE

Before proceeding to suggestions for the reorganisation of the National Library Service it is necessary at this point to emphasize the part to be played in this by the Education Library Service, ie, what the National Library Service will offer to educational institutions. These and a public library service for children have particular priority because the greatest demand for books and periodicals will come from children and young people.

A public library service for children would be run by the National Library Service and financed from its general vote. The Education Library Service would be part of the National Library Service but would have a separate books allocation to be spent on the ELS alone. To make this work there must be very close co-operation among education personnel and the Library Service. Time will tell whether a sub-committee of the Library Board is necessary for the management of the ELS but in any case education personnel will be represented on the Board at all times and the Senior Librarian will report to the Board on ELS activities.

I recommend that the reorganized Education Library Service should be free for all students and pupils attending educational institutions and the present subscription gradually eliminated as the service extends throughout the country.
5.1. Post Secondary and Secondary Institutions - Book Supply

Each of these institutions should have an annual books grant of its own, however modest, to be spent on building up the basic stock of its library and this would be augmented by a loan collection of books, exchanged regularly, from the National Library pool stock. In this way books would be spread over a number of schools, schools could borrow books which they could not afford to buy for themselves and material for special projects, sets of plays and so on would be available on a sharing basis.

The institutions would be responsible for these books and it would be advisable in the early stages to limit them to use on the premises. The post-secondary and senior secondary schools would be provided with small loan collections as soon as sufficient books are available. This service would also be given to junior secondary schools but I recommend that this should be applied initially on an experimental basis at three of these schools which are fortunate enough to have a special room set aside as a library. The experiment would be observed for a term and if successful extended gradually to other junior secondary schools as book stocks permit and accommodation can be arranged.
5.2. Post Secondary and Secondary Institutions - Library Staff

**Yundum College**
In order to open the main library at the College and to lend books there must be someone on duty during these times. There are also the professional duties such as classification and cataloguing to be considered.

A clerk/typist after a short training at the National Library should manage the routine work but in the absence of a librarian one of the lecturers, with advice from the National Library on request, could classify and catalogue and the clerk would do the necessary typing. Lecturers have their main duties to perform and the library is an extra so this arrangement is not the complete answer. A more satisfactory solution is the appointment of a VSO, Peace Corps or other volunteer qualified librarian to do what is necessary at Yundum, advise schools on the running of their libraries and work on the Education side of the Library Service.

**Other Institutions**
One member of staff should have responsibility for the library with assistance from other members of staff and selected pupils as few schools can afford to employ someone to be solely in charge of the library. Because of heavy losses suffered by some school libraries in the past I must stress the importance of proper supervision at all times.

/Training Courses...
5.2. continued

Training Courses

A training course for Teacher-Librarians in post-secondary and secondary schools is essential. A brief preliminary course could be conducted by the Adviser towards the end of 1972 to coincide with what we hope will be a greatly increased supply of books. This should be followed by a longer intensive course at a convenient time in 1973. If a specialist in the field of school librarianship was due to visit Africa under British Council auspices in 1973 or later and The Gambia could conveniently be fitted into the tour, depending on the expense involved, this would be of great benefit. Sierra Leone and Ghana have recently had the benefit of a visit by a specialist of this kind.

5.3 Primary Schools

There are 94 primary schools in The Gambia with a total of 17,463 pupils. A large-scale effort is required to place sufficient books for supplementary reading in these schools. I recommend that stout book boxes with locks and handles should be used for this and they should be designed to act as book-cases also as many schools have no means of keeping books properly. Local estimates for such a box range from £2 to £5 and the actual cost is likely to be in the region of £4 each. This box would hold 60 to 125 books depending on their size and a few smaller boxes containing 30 to 60 books to serve very small schools could be constructed for about £2 each. The books would be exchanged as required, probably two or three times a year.

/I suggest.....
5.3. Primary Schools - continued

I suggest that as soon as enough books and boxes become available a Pilot Project should be set up in three schools - a large one of 800 pupils, a medium-sized one of about 350 pupils and a small one of 100 or under. These should be outside Bathurst but within reasonable distance - perhaps Bakau, Sukuta and Jambur - so that the Adviser and Senior Librarian can visit them frequently, observe the experiment and have discussions with the teachers. The books would be for reading in school only. The scheme would be assessed after two or three months and would then be extended to each Division in turn and finally to Bathurst schools.

Delivery would be by using the floor of the Mobile Library for the boxes, the river vessel "Lady Wright" where appropriate and now that there are three regional Education Officers for primary schools based in Brikama, Mansakonko and Georgetown it may sometimes be possible to deliver the boxes to them for onward delivery in their transport to the schools.

200 boxes would be required to cover the whole country at a cost of about £800. 12 of these would be needed initially for the Pilot Project at a cost of £48.

From 1973/74 the full time use of a long wheel-base Land Rover will be essential to cope with expanded delivery and inspection needs.
5.4. Resource Centre or Exhibition Centre at the National Library

It is too early to set up a Resource Centre for schools at the National Library but thought should be given to this and a start made with a display of books and bibliographical material on the lines of the Curriculum Development Centre recently established in the Peace Corps Headquarters. In time this could be supplemented by other material such as pictures, wall-charts, maps, records, etc. Smaller collections might also be placed in the offices of the regional education Officers and exchanged from time to time.

5.5. Schools Film Service

Urgent thought should be given to the future of the Schools Film Service at present administered by the National Library. I suggest that early discussion should take place among representatives of the Education Department, Department of Information and Broadcasting and the National Library to work out a practical scheme for the films service in the light of the future plans of each department.

Whatever is decided the cost of maintenance of film equipment and expenditure on major items should not be met from the library maintenance vote but additional funds should be budgeted for. Moreover, the two projectionist posts must be retained on the National Library establishment and in due course the holders would assume full-time library duties.
6. INSTRUCTION IN THE USE OF BOOKS AND LIBRARIES

Education in this sense covers the following:-

(a) The careful handling, safe keeping and prompt return of books on the part of users - children and adults.

(b) What books have to offer and how to use books of different kinds.

(c) How to find what one wants in a library.

An enormous amount of instruction of this kind is necessary especially that under (a) to counteract thoughtless physical handling of books and heavy losses. This instruction must go hand in hand with book provision otherwise the books will be shabby in no time, a great many will simply disappear, and public money will be wasted.

The bulk of this work will fall on the Adviser, the Senior Librarian and other members of the library staff, but it cannot all be done by them and the co-operation of education officers and head teachers is essential. This should also be included in the training given to student teachers at Yundum College as it would be of benefit to themselves and to the children they will eventually teach.

I therefore recommend that:-

1. A brief demonstration on the lines of the above be given by the Library Adviser and Senior Librarian as part of any summer or retraining courses for teachers...
6. continued
to be held this year.

2. A more extensive course be given in due course to all students at Yundum College, conducted by the Adviser, Senior Librarian or VSO Librarian.

I further recommend that a number of one-day or half-day discussions be held before each phase of the expanding Schools Library Service, to be attended by the Adviser, Senior Librarian, and the appropriate Education Officers, Supervising Teachers and Head Teachers.

7. SUGGESTED REORGANISATION OF THE NATIONAL LIBRARY SERVICE - Short Term April 1972 - June 1973

7.1. Advisory Committee

Until such time as a Library Board may be established the present Advisory Committee should be strengthened by

(a) Increasing the membership to at least six members including the Permanent Secretary, Ministry of Education, Health & Social Welfare.

(b) Holding regular Committee Meetings.

This would promote a useful exchange of ideas and bring the Senior Librarian and the Adviser closely in touch with policy and events which affect the Library Service.
7.2. **Staff and Administration**

It is essential to streamline the administration of the library and at the same time give the staff encouragement towards making a career in the service. To do this an intensive programme of in-service training will be carried out by the Adviser and Senior Librarian. A Trainee for overseas training should be selected at an early date and after initial training at the National Library, preferably for one year, he/she will proceed on scholarship to a School of Librarianship. The course will last from one to three years depending on the kind of course and whether the candidate is a graduate or non-graduate.

7.3. **Building**

Despite the shortcomings of the present building it will have to be used for some time and a fairly good service could be built up over the next two or three years. Major alterations would be a waste of money but it is very satisfying to learn that essential repairs and re-decoration are to be carried out shortly. Certain re-arrangements are necessary. For example the Children's Library is very small indeed. If suitable alternative classroom accommodation in Bathurst can be found later this year for the English Language Adviser and his considerable amount of equipment it would be possible to transfer the Children's Library to the room at present used as the English Language Centre. The Mobile and Education Library Service pool stock would then occupy the present Children's Library and the small room adjoining the Reading Room. Secondary reserve stock would be housed in the basement.
7.3. continued

At the same time Government's decision on a new building is required, a site of 1 to 1½ acres should be earmarked and application made for capital aid, commencing with preliminary plans. Fairly extensive enquiries have already been made as to suitable sites. At the present time three alternatives come to mind:

(a) The present site

This could be used but the disadvantages are that it is hemmed in and the location although central is noisy.

(b) Foreshore site

This is part of the plan for a National Square drawn up by the Physical Planning Officer at the Ministry of Local Government, Lands and Mines. This site is an empty space on the seaward side of State House and adjoins the School of Nursing. It is No. 3 on the National Square plan and would form part of a cultural complex to house a museum and art gallery as well as the National Library. The chief advantage of this site is that it is spacious and there is plenty of room for expansion. Desirable as it may be there are certain problems which would have to be solved satisfactorily before serious consideration could be given to it. These are as follows:-

/(i)......
(i) A library must have an existence of its own quite apart from being part of a cultural complex and there might be competition at some time for additional space among the various sections of the complex.

(ii) The proximity of the proposed building to State House poses problems of possible future expansion of State House and security risks which might result in limited access to the library on occasion. This would be unacceptable from the library's point of view. Access for both members of the public and vehicles must be freely available at all times.

(iii) The question of the stability of the foreshore has been mentioned and there would have to be absolute assurance on this.

(iv) Close proximity to the sea has a damaging effect on metal equipment

(c) Marina

I understand that the bungalows in Marina are due for demolition although no date has been fixed for this. When they are removed part of this area could be used for the library and I favour a site opposite the Atlantic Hotel. The area opposite the Atlantic Hotel

/is suggested....
7.3. continued

is suggested as this would keep the library well away from the hospital. This site is suitably located, easily accessible, spacious, pleasant and reasonably quiet and would meet the needs of an expanding library service very well indeed.

7.4. Furniture and Equipment

All unwanted furniture should be removed and the remainder repaired, replaced and repolished where necessary. Capital aid should be requested for the following items which are urgently needed to make the library immediately workable:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelving</td>
<td>£550</td>
</tr>
<tr>
<td>Book Ends</td>
<td>£60</td>
</tr>
<tr>
<td>Shelf Guides &amp; Labels</td>
<td>£23</td>
</tr>
<tr>
<td>Tier Guides &amp; Cards</td>
<td>£4</td>
</tr>
<tr>
<td>Catalogue Guides</td>
<td>£2</td>
</tr>
<tr>
<td>Plastic jacketing</td>
<td>£125</td>
</tr>
<tr>
<td>Periodical Display Stand</td>
<td>£35</td>
</tr>
<tr>
<td>Truck</td>
<td>£5</td>
</tr>
<tr>
<td>Adhesive Repair Tapes</td>
<td>£30</td>
</tr>
<tr>
<td>Guillotine</td>
<td>£14</td>
</tr>
<tr>
<td>50 Book Boxes</td>
<td>£200 (Local manufacture. For Schools Pilot Project &amp; extension to other schools)</td>
</tr>
<tr>
<td>Box of Alphafoam Letters</td>
<td>£4</td>
</tr>
<tr>
<td>Library Labels, miscellaneous stationery</td>
<td>£50</td>
</tr>
</tbody>
</table>

Total £1102

Plus Freight Charges £1150
7.4. continued

The shelving would be a simple storage variety such as Libraco's Simplex which would eventually be used in the new building for Mobile and Schools pool stock. All other items of "hardware" on the list would be transferred to the new building.

7.5. Books and Periodicals

A thorough weeding of the present book-stock is urgently needed together with a stock-taking and catalogue revision. There is no commercial book-binder in The Gambia and the Government Printing Office say they are unable to handle additional work without an extra book-binder. They may be able to rebind a very small amount of books as a gesture but the library staff will have to do essential repairs as best they can.

To supplement Government's contribution towards the purchase of books capital aid of £4000 should be requested so that the National Library stock and the pool stocks of the Mobile and Education Library Services can be built up.

The supply of periodicals can be improved at very little cost and this will be undertaken shortly. A policy and procedure regarding back numbers of all periodicals received will be drawn up at the same time.

7.6. Service to Adults in the Provinces

Adult readers in the Provinces are at present very poorly served but this should improve as book stock for the Mobile Library is increased...
7.6. continued

is increased and a wider choice of books is available. The existing book box service to adults will continue for those who wish it. Special attention will be given to requests from members engaged in study and the possibility of a postal service to individuals explored.

I have had discussions with each of the Divisional Commissioners and some Area Councils on the desirability of establishing reading rooms in the Area Councils and further discussion and investigation will take place in 1972/73.

7.7. The Education Library Service

The loan collections to Yundum College and secondary schools and the pilot project for three primary schools should begin early in 1973. Instruction in the use of books and libraries will be held throughout the next fifteen months and a preliminary course for Teacher/Librarians at a mutually convenient time.

7.8. International Book Year 1972

The final item for attention in 1972/73 is the celebration of International Book Year 1972 and this is most welcome coming as it does at a time when we hope the Gambia National Library Service will be revitalized.

Plans have already been laid for a display of photographs of library services, for the showing of films on libraries and a book exhibition. It may be possible too to arrange a talk and discussion on books and literary subjects.
8. DEVELOPMENT OF THE GAMBIA NATIONAL LIBRARY SERVICE FROM 1973/74

8.1. Legislation

It is hoped that the Gambia Library Board Act will be passed at an early date and implemented as soon as arrangements can be made for the Board to assume responsibility for a country-wide service together with the financial implications of this. See Appendix 4. when available.

8.2. Staff

The Estimates in Section 10 and the Proposed Staff Structure in Appendix 3 indicate future staff development.

It is important to make the most of the qualifications and potential of both present and future staff. This will be done by continued in-service training and thought must be given to possible further training for Assistant Librarian No. 1. and sub-professional training for selected officers in the lower grades. It is intended that Assistant Librarian No.3. should study in Britain and Assistant Librarian No.2. will probably study in Africa. The Chief Librarian should be given the opportunity of a study tour of about two months' duration to examine the library services of Sierra Leone, Ghana and Nigeria. These are well-established services and it is expected that the Gambia National Library Service will follow their pattern with modifications to suit local circumstances. The entrance requirements and content of courses in Africa and other parts of the world will be explored so that prospective librarians attend the...
8.2. continued

attend the most appropriate courses.

The next few years will see a considerable increase in staff and this will be accentuated as expansion takes place in the Provinces. It is essential that staff in charge of a regional library should eventually be employees of the Library Board. It may be necessary at some stage to employ more clerical assistants, for example, than appear in the estimates. This depends on the volume of expansion.

The staff of the National Library Service must be of a calibre which will make a career in the Service attractive and therefore personnel and salaries should compare favourably with those in other professions such as the Civil Service and teaching. Equally important with educational qualifications are personality, maturity, constructive attitudes and an appreciation of the content of books so that the oft-quoted aim of all librarianship is fulfilled - to bring the right book or information to the right reader at the right time.

8.3. Building and Equipment

Commencement of the construction of a new building depends on progress made at the planning stage and availability of capital. The estimated cost of the building exceeds Mr Flood's estimate for a similar building by £5000. This estimate is based on present-day costs quoted in The Gambia and because of rising costs of materials, etc., a professional forecast indicates that
8.3. continued

the cost of the building at the time of construction will be nearer £30,000.

The building and its furniture should be functional and flexible so that the various departments can be re-arranged easily when necessary. Future expansion can be provided by a second floor and by an additional wing on the ground floor and there should be sufficient surrounding space to allow for the latter.

It must be remembered, however, that the success of the library service does not depend entirely on the provision of a new building and the next year or two will be a token demonstration to all concerned of the kind of service The Gambia hopes to provide.

8.4. Books and Periodicals

It is proposed that stock will be built up year by year financed by contributions from both Gambia and Britain. The sums suggested are relatively modest bearing in mind:

(a) The rising cost of books. The mean average price of books published in Britain in 1970/71 was 8.5% higher than that in 1969/70.

(b) The wear and tear to which books for children in particular are subjected and their necessary replacement. For children's books this is likely to be 30% per annum.

(c) The Education Library Service is included.

/The increasing...
8.4. continued

The increasing demands likely to be made on the Library Service and rising costs will have to be considered in estimating the books and periodicals allocations each year.

8.5. Services in the Provinces

As the book box service to primary schools develops the present Mobile Library will gradually change to serving adults and adolescents. By 1973/74 a Land Rover will be essential to cope with delivery and inspection needs. If the Gambia Government can guarantee the full-time use by the Library Service of a long wheel based Land Rover with the back seats removed, external capital aid can be devoted to the replacement of the present Mobile Library which will be required about 1975. This would allow a period of time in which to determine the Mobile Library Service required and the kind of vehicle which would best meet this. The Transport Section of the Public Works Department thinks that the very large type of Mobile could only travel on the main roads of The Gambia and PWD could not undertake servicing and the supply of spare parts. The present Mobile has a Land Rover chassis, it can travel on any kind of road and servicing and spare parts are supplied by PWD.

The Mobile service will also provide information to indicate whether there is a need for regional or other library centres which would eventually be established under the auspices of the Library Board and Area Councils. These would be an enlargement of the service provided by the reading rooms which...
8.5. continued

it is hoped the Area Councils will set up in the Divisional Headquarters towns - Basse, Georgetown, Kerewan, Mansakonko and Brikama.

The Area Council would have the following initial responsibilities:-

(a) The provision of suitable accommodation, basic furniture and locked cupboards for the books. If possible a fairly large room should be allocated for library purposes and this could be maintained by a caretaker-cleaner on the Council staff.

(b) The approval, together with that of the Library Board, of a person to be responsible for the issue of books to the general public on appointed days at specific hours. This person could be either a Council employee or a teacher and he should be paid an honorarium by the Library Board until such time as the library is large enough to have a librarian who is on the staff of the Library Service.

Encouragement should also be given to Area Councils to provide newspapers and periodicals. The Library Service would provide books and keep the supply fresh by regular exchanges.

These suggestions are very tentative and development should be gradual to allow agreement to be reached between the Area Councils and Library Board and adequate financial arrangements made.
8.6. The Education Library Service and Children's Libraries

If things go according to plan the Education Library Service should include all institutions some time in 1974. No subscription will be charged and this means that all children and young people will have access to a supply of books in school. In addition those in Bathurst and its environs can enjoy the facilities of the Children's Library at the National Library Headquarters and a greatly increased number will use it as the subscription is removed, and the book stock improves.

It is intended that adolescents in the Provinces will use the Mobile Library for books for home reading. The house reading needs of younger children can be met by allowing them to take home books from the school library or by establishing libraries for children in the Area Council reading rooms. The first method puts additional responsibility on the Head Teacher and his staff and it would have to be tried and observed in a few schools over a period and the results analysed. The second method is preferable as it fits in well with the general pattern of library development in the Provinces and encourages the out-of-school reading habit which is particularly important.

9. GENERAL SUMMARY

During my investigations I have continuously kept in view two essential aims:

(a) To try to make public library facilities available...
9. **GENERAL SUMMARY - continued**

   to all people in The Gambia who require them no matter where they live.

   (b) To remember the economic position of the country and the many calls on its financial resources.

In planning for library development now or in the future, certain factors should be borne in mind:-

   (a) A public library is not a static organisation but a growing one. Changes taking place in other spheres of life require the library to move with these changes.

   (b) Planning should therefore be flexible whether applied to buildings, books, staff, mobile libraries, etc., and adaptions made where and when necessary. It is wise not to try to do too much at once but rather make sure something works and build from there.

   (c) A public library service cannot be run on the cheap. The demand for books and specialized services will grow, well qualified staff to deal with them are essential and all of these are costly and becoming more so as time goes on. Given a constant, well-selected supply of books and adequate staff to meet the country's needs, the Gambia National Library Service will flourish.
10. GAMBIA NATIONAL LIBRARY SERVICE

COSTING SUMMARY 1972/73

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<thead>
<tr>
<th>RECURRENT (Gambia)</th>
<th>Dalasi</th>
<th>£</th>
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</thead>
<tbody>
<tr>
<td>1. Salaries (details attached)</td>
<td>16160</td>
<td>3232</td>
</tr>
<tr>
<td>2. Maintenance, Stationery, running expenses</td>
<td>2200</td>
<td>440</td>
</tr>
<tr>
<td>3. Books and periodicals</td>
<td>2000</td>
<td>400</td>
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<td><strong>TOTAL</strong></td>
<td><strong>20360</strong></td>
<td><strong>4072</strong></td>
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<table>
<thead>
<tr>
<th>CAPITAL AID (Britain)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Equipment</td>
<td>1150</td>
<td></td>
</tr>
<tr>
<td>2. Books</td>
<td>4000</td>
<td></td>
</tr>
<tr>
<td>3. Scholarship (1st Year)</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6150</strong></td>
<td></td>
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### Gambia National Library Service

**Staff Salaries 1972/73**

<table>
<thead>
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<th>POST</th>
<th>Grade and Scale</th>
<th>Estimated Expenditure (Dalasi)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Librarian</td>
<td>B 1-3 (£978x62-1040x42-1210...)</td>
<td>5305</td>
<td>*1. A Candidate for the post of Assistant Librarian to be earmarked for three years training in UK 1973 to 1975/76. (Note: if a new trainee for this post is appointed with a view to overseas training, his local salary would be in addition to this estimate.)</td>
</tr>
<tr>
<td>Asst. Librarian No.1.</td>
<td>F 4 (£520 x 21 - £604)</td>
<td>3020</td>
<td>*1. A Candidate for the post of Assistant Librarian to be earmarked for three years training in UK 1973 to 1975/76. (Note: if a new trainee for this post is appointed with a view to overseas training, his local salary would be in addition to this estimate.)</td>
</tr>
<tr>
<td>Asst. Librarian No.2.</td>
<td>F 2 ( £240 x 15 - £315 )</td>
<td>1335</td>
<td></td>
</tr>
<tr>
<td>Asst. Librarian No.3.</td>
<td>F 1 ( £180 x 9 - £225 )</td>
<td>945</td>
<td></td>
</tr>
<tr>
<td>Library Clerk</td>
<td>F 1 ( £180 x 9 - £225 )</td>
<td>1070</td>
<td></td>
</tr>
<tr>
<td>Projectionist</td>
<td>I 2 ( £182 x 8 - £214 )</td>
<td>1110</td>
<td></td>
</tr>
<tr>
<td>Asst. Projectionist</td>
<td>I 1 ( £142 x 6 - £166 )</td>
<td>795</td>
<td>2. Request for VSO or Peace Corps Librarian to be made 1973/74.</td>
</tr>
<tr>
<td>Messenger</td>
<td>H 4 ( £190 x 6 - £208 )</td>
<td>1040</td>
<td></td>
</tr>
<tr>
<td>Caretaker</td>
<td>H 4 ( &quot; &quot; &quot; )</td>
<td>1040</td>
<td></td>
</tr>
<tr>
<td>Acting Allowances</td>
<td></td>
<td>500</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td><strong>D 16160</strong></td>
<td><strong>£ 3232</strong></td>
</tr>
</tbody>
</table>
### GAMBIA NATIONAL LIBRARY SERVICE

#### COSTING SUMMARY 1973/74

<table>
<thead>
<tr>
<th>RECURRENT (Gambia)</th>
<th>Dalasi</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salaries (details attached)</td>
<td>23875</td>
<td>4775</td>
</tr>
<tr>
<td>2. Maintenance, stationery (excluding film maintenance)</td>
<td>2250</td>
<td>450</td>
</tr>
<tr>
<td>3. Books and periodicals</td>
<td>2000</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>D 28125</strong></td>
<td><strong>£ 5625</strong></td>
</tr>
</tbody>
</table>

#### CAPITAL EXPENDITURE (Gambia)

<table>
<thead>
<tr>
<th></th>
<th>Dalasi</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scholarship - Assistant Librarian No.2. or Trainee</td>
<td>5000</td>
<td>1000</td>
</tr>
<tr>
<td>2. Study tour for Chief Librarian</td>
<td>2250</td>
<td>450</td>
</tr>
<tr>
<td>3. Land Rover</td>
<td>7250</td>
<td>1450</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>D 14500</strong></td>
<td><strong>£ 2900</strong></td>
</tr>
</tbody>
</table>

#### CAPITAL AID (Britain)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Books</td>
<td>4000</td>
</tr>
<tr>
<td>2. Scholarship (2nd Year)</td>
<td>1000</td>
</tr>
<tr>
<td>3. Building (cost as at March 1972)</td>
<td>25000</td>
</tr>
<tr>
<td>4. Furniture and equipment - new building</td>
<td>4000</td>
</tr>
<tr>
<td>5. Book boxes</td>
<td>600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>£ 34600</strong></td>
</tr>
</tbody>
</table>
## GAMBIA NATIONAL LIBRARY SERVICE
### STAFF SALARIES 1973/74

<table>
<thead>
<tr>
<th>POST</th>
<th>GRADE</th>
<th>ESTIMATED EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior (Chief) Librarian</td>
<td>B 1-3</td>
<td>5565 / 1113</td>
</tr>
<tr>
<td>Asst. Librarian No.1.</td>
<td>F 4</td>
<td>3020 / 604</td>
</tr>
<tr>
<td>Asst. Librarian No.2.</td>
<td>F 1-3</td>
<td>1410 / 282</td>
</tr>
<tr>
<td>Library Assistant No.1.</td>
<td>F 1-3</td>
<td>945 / 189</td>
</tr>
<tr>
<td>Library Assistant No.2.</td>
<td>F 1-3</td>
<td>900 / 180</td>
</tr>
<tr>
<td>Library Clerk</td>
<td>F 1-2</td>
<td>1115 / 223</td>
</tr>
<tr>
<td>Projectionist (Clerical Asst)</td>
<td>I 1-4</td>
<td>1155 / 231</td>
</tr>
<tr>
<td>Asst. Project (Clerical Asst)</td>
<td>I 1-4</td>
<td>825 / 165</td>
</tr>
<tr>
<td>Messenger</td>
<td>H 4</td>
<td>1040 / 208</td>
</tr>
<tr>
<td>Caretaker</td>
<td>H 4</td>
<td>1040 / 208</td>
</tr>
<tr>
<td>Acting Allowances</td>
<td></td>
<td>500 / 100</td>
</tr>
</tbody>
</table>

**NEW STAFF**
- VSO Librarian*: To cover Asst. Librarians on training abroad
  - 3750 / 750
  - * If Peace Corps Librarian, reduce expenditure accordingly.
- Library Asst. No.3.
  - F 1-3 (£180x9 - £225)
  - 900 / 180
- Trainee Post
  - Trainee Grade (Executive)
  - 1000 / 200**
- Driver/Asst.
  - I 1 (5142 x 6 - £166)
  - 710 / 142

** Allowance for not more than six months.

| TOTAL          | D 23875 | £ 4775 |

** REMARKS**
1. A second candidate to be earmarked for training abroad from September 1973. This could be Asst. Librarian No.2. If not suggest a trainee, preferably a graduate, be selected for a trainee post before going on post-graduate training course. See below under New Staff**
2. If Asst. Librarian No.3. is on study leave abroad his place will be taken by Library Asst. No1. on F 1-3.
10. **GAMBIA NATIONAL LIBRARY SERVICE**

**COSTING SUMMARY 1974/75**

<table>
<thead>
<tr>
<th>RECURRENT (Gambia)</th>
<th>Dalasi</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salaries (details attached)</td>
<td>22860</td>
<td>4572</td>
</tr>
<tr>
<td>2. Maintenance, stationery (excluding film maintenance)</td>
<td>2250</td>
<td>450</td>
</tr>
<tr>
<td>3. Books and periodicals</td>
<td>2000</td>
<td>400</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>D 27110</strong></td>
<td><strong>£ 5422</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPITAL EXPENDITURE (Gambia)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship for Assistant Librarian No. 2. (2nd Year)</td>
<td><strong>D 5000</strong></td>
<td><strong>£ 1000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPITAL AID (Britain)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Books</td>
<td>4000</td>
<td></td>
</tr>
<tr>
<td>2. Scholarship (3rd Year)</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>3. Mobile Library</td>
<td>4000</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>£ 9000</strong></td>
<td></td>
</tr>
</tbody>
</table>
## GAMBIA NATIONAL LIBRARY SERVICE

### STAFF SALARIES 1974/75

<table>
<thead>
<tr>
<th>POST</th>
<th>GRADE</th>
<th>ESTIMATED EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>DALASI</td>
</tr>
<tr>
<td>Senior (Chief) Librarian</td>
<td>B 1-3</td>
<td>5775</td>
</tr>
<tr>
<td>Asst. Librarian No.1.</td>
<td>F 4</td>
<td>3020</td>
</tr>
<tr>
<td>Library Asst. No.1.</td>
<td>F 1-3</td>
<td>990</td>
</tr>
<tr>
<td>Library Asst. No.2.</td>
<td>F 1-3</td>
<td>945</td>
</tr>
<tr>
<td>Library Asst. No.3.</td>
<td>F 1-3</td>
<td>945</td>
</tr>
<tr>
<td>VSO Librarian*</td>
<td></td>
<td>3750</td>
</tr>
<tr>
<td>Library Clerk</td>
<td>F 1-2</td>
<td>1160</td>
</tr>
<tr>
<td>Projectionist (Clerical Asst.)</td>
<td>I 1-4</td>
<td>1200</td>
</tr>
<tr>
<td>Asst. Project. (Clerical Asst.)</td>
<td>I 1-4</td>
<td>855</td>
</tr>
<tr>
<td>Messenger</td>
<td>H 4</td>
<td>1040</td>
</tr>
<tr>
<td>Caretaker</td>
<td>H 4</td>
<td>1040</td>
</tr>
<tr>
<td>Driver/Asst.</td>
<td>I 1-4</td>
<td>740</td>
</tr>
<tr>
<td>Acting Allowances</td>
<td></td>
<td>500</td>
</tr>
</tbody>
</table>

### NEW STAFF

<table>
<thead>
<tr>
<th>POST</th>
<th>GRADE</th>
<th>ESTIMATED EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Asst. No.4.</td>
<td>F 1-3</td>
<td>(£180 x 9 - £255)</td>
</tr>
</tbody>
</table>

**Total**: £22860 £4572

*If Peace Corps Librarian reduce expenditure accordingly*
10. GAMBIA NATIONAL LIBRARY SERVICE

COSTING SUMMARY 1975/76

<table>
<thead>
<tr>
<th>RECURRENT (Gambia)</th>
<th>Dalasi</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salaries (details attached)</td>
<td>26815</td>
<td>5363</td>
</tr>
<tr>
<td>2. Maintenance, stationery (excluding film maintenance)</td>
<td>2250</td>
<td>450</td>
</tr>
<tr>
<td>3. Books and periodicals</td>
<td>2500</td>
<td>500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>D 31565</strong></td>
<td><strong>£ 6313</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPITAL AID (Britain)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Books</td>
<td></td>
<td>3000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>£ 3000</strong></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>POST</th>
<th>GRADE</th>
<th>ESTIMATED DALASI</th>
<th>EXPENDITURE £</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior (Chief) Librarian</td>
<td>B 1-3</td>
<td>5985</td>
<td>1197</td>
<td>Asst. Librarian No.2. should return about July 1975 and having gained qualification should be placed on F 4, ie, D2600 (£520).</td>
</tr>
<tr>
<td>Assistant Librarian No.1.</td>
<td>F 4</td>
<td>3020</td>
<td>604</td>
<td></td>
</tr>
<tr>
<td>Assistant Librarian No.2.</td>
<td>F 4</td>
<td>2600</td>
<td>520</td>
<td></td>
</tr>
<tr>
<td>Assistant Librarian No.3.</td>
<td>F 3</td>
<td>1115</td>
<td>223</td>
<td></td>
</tr>
<tr>
<td>Library Asst. No.1.</td>
<td>F 1-3</td>
<td>1035</td>
<td>207</td>
<td>Asst. Librarian No.3. should return about Jan. 1976 (or June 1976 depending on when course started) and having completed examinations should be placed on F 3 at one increment below the maximum, ie, at D2230 (£446).</td>
</tr>
<tr>
<td>Library Asst. No.2.</td>
<td>F 1-3</td>
<td>990</td>
<td>198</td>
<td></td>
</tr>
<tr>
<td>Library Asst. No.3.</td>
<td>F 1-3</td>
<td>990</td>
<td>198</td>
<td></td>
</tr>
<tr>
<td>Library Asst. No.4.</td>
<td>F 1-3</td>
<td>945</td>
<td>189</td>
<td></td>
</tr>
<tr>
<td>Library Clerk</td>
<td>F 1-2</td>
<td>1235</td>
<td>247</td>
<td></td>
</tr>
<tr>
<td>Projectionist (Clerical Asst)</td>
<td>I 1-4</td>
<td>1245</td>
<td>249</td>
<td></td>
</tr>
<tr>
<td>Asst. Project (Clerical Asst)</td>
<td>I 1-4</td>
<td>895</td>
<td>179</td>
<td></td>
</tr>
<tr>
<td>Messenger</td>
<td>H 4</td>
<td>1040</td>
<td>208</td>
<td></td>
</tr>
<tr>
<td>Caretaker</td>
<td>H 4</td>
<td>1040</td>
<td>208</td>
<td></td>
</tr>
<tr>
<td>Driver/Asst.</td>
<td>I 1-4</td>
<td>770</td>
<td>154</td>
<td></td>
</tr>
</tbody>
</table>

**NEW STAFF**

<table>
<thead>
<tr>
<th>POST</th>
<th>GRADE</th>
<th>ESTIMATED DALASI</th>
<th>EXPENDITURE £</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Assts Nos. 5, 6 &amp; 7</td>
<td>F 1-3</td>
<td>(£180 x 9 - £225)</td>
<td>2700</td>
</tr>
<tr>
<td>Caretaker/Gardener</td>
<td>H 1-4</td>
<td>(£120 x 4 - £136)</td>
<td>710</td>
</tr>
</tbody>
</table>

**TOTAL** D 26815 £ 5363
10. **GAMBIA NATIONAL LIBRARY SERVICE**

**COSTING SUMMARY 1976/77**

<table>
<thead>
<tr>
<th>RECURRENT (Gambia)</th>
<th>Dalasi</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salaries (details attached)</td>
<td>30930</td>
<td>6186</td>
</tr>
<tr>
<td>2. Maintenance of building and equipment, office supplies</td>
<td>750</td>
<td>150</td>
</tr>
<tr>
<td>3. Stationery and printing</td>
<td>750</td>
<td>150</td>
</tr>
<tr>
<td>4. Books</td>
<td>25000</td>
<td>5000</td>
</tr>
<tr>
<td>(This would be the absolute minimum figure and includes books for the Education Library Service)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Binding and book covers</td>
<td>750</td>
<td>150</td>
</tr>
<tr>
<td>6. Periodicals</td>
<td>500</td>
<td>100</td>
</tr>
<tr>
<td>7. Miscellaneous and contingencies</td>
<td>250</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>D 58930</strong></td>
<td><strong>£ 11786</strong></td>
</tr>
</tbody>
</table>

**NOTE:**

1. These figures do not allow for increased costs and this increase will have to be taken into consideration when estimates are prepared each year.

2. No provision is made at this stage for the establishment of regional or branch libraries.
<table>
<thead>
<tr>
<th>POST</th>
<th>GRADE</th>
<th>ESTIMATED EXPENDITURE</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior (Chief) Librarian</td>
<td>B 1-3</td>
<td>6195</td>
<td>1239 Transfer to appropriate point in A scale if FLA.</td>
</tr>
<tr>
<td>Assistant Librarian No.1.</td>
<td>F 4</td>
<td>3020</td>
<td>604</td>
</tr>
<tr>
<td>Assistant Librarian No.2.</td>
<td>F 4</td>
<td>2705</td>
<td>541</td>
</tr>
<tr>
<td>Assistant Librarian No.3.</td>
<td>F 3</td>
<td>2335</td>
<td>467</td>
</tr>
<tr>
<td>Library Assistant No.1.</td>
<td>F 1-3</td>
<td>1080</td>
<td>216</td>
</tr>
<tr>
<td>Library Assistant No.2.</td>
<td>F 1-3</td>
<td>1035</td>
<td>207</td>
</tr>
<tr>
<td>Library Assistant No.3.</td>
<td>F 1-3</td>
<td>1035</td>
<td>207</td>
</tr>
<tr>
<td>Library Assistant No.4.</td>
<td>F 1-3</td>
<td>990</td>
<td>198</td>
</tr>
<tr>
<td>Library Assistant Nos. 5, 6 &amp; 7</td>
<td>F 1-3</td>
<td>2835</td>
<td>567</td>
</tr>
<tr>
<td>Library Clerk</td>
<td>F 1-2</td>
<td>1310</td>
<td>262</td>
</tr>
<tr>
<td>Projectionist (Clerical Asst.)</td>
<td>I 1-4</td>
<td>1315</td>
<td>263</td>
</tr>
<tr>
<td>Asst. Project. (Clerical Asst.)</td>
<td>I 1-4</td>
<td>950</td>
<td>190</td>
</tr>
<tr>
<td>Messenger</td>
<td>H 4</td>
<td>1040</td>
<td>208</td>
</tr>
<tr>
<td>Caretaker</td>
<td>H 4</td>
<td>1040</td>
<td>208</td>
</tr>
<tr>
<td>Caretaker/Gardener</td>
<td>H 1-4</td>
<td>620</td>
<td>124</td>
</tr>
<tr>
<td>Driver/Asst.</td>
<td>I 1-4</td>
<td>800</td>
<td>160</td>
</tr>
<tr>
<td><strong>NEW STAFF</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountant/Secretary</td>
<td>C(E)1</td>
<td>2625</td>
<td>525</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>D</td>
<td>30930</td>
<td>£ 6186</td>
</tr>
</tbody>
</table>
10.  
GAMBIA NATIONAL LIBRARY SERVICE  
COSTING SUMMARY 1972/73 to 1976/77

**CAPITAL (Gambia)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Dalasi</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scholarship</td>
<td>10000</td>
<td>2000</td>
</tr>
<tr>
<td>2. Study Tour</td>
<td>2250</td>
<td>450</td>
</tr>
<tr>
<td>3. Land Rover</td>
<td>7500</td>
<td>1500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>D 19750</strong></td>
<td><strong>£ 3950</strong></td>
</tr>
</tbody>
</table>

There may also be legal expenses in connection with the establishment of the Library Board.

**CAPITAL (Britain)**

<table>
<thead>
<tr>
<th>Item</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Building</td>
<td>25000</td>
</tr>
<tr>
<td>2. Equipment</td>
<td>5750</td>
</tr>
<tr>
<td>3. Scholarship</td>
<td>3000</td>
</tr>
<tr>
<td>4. Books</td>
<td>15000</td>
</tr>
<tr>
<td>5. Mobile Library</td>
<td>4000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>£ 52750</strong></td>
</tr>
</tbody>
</table>

**RECURRENT (Gambia)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Dalasi</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972/73</td>
<td>D 20360</td>
<td>£ 4072</td>
</tr>
<tr>
<td>1973/74</td>
<td>D 28125</td>
<td>£ 5625</td>
</tr>
<tr>
<td>1974/75</td>
<td>D 27110</td>
<td>£ 5422</td>
</tr>
<tr>
<td>1975/76</td>
<td>D 31565</td>
<td>£ 6313</td>
</tr>
<tr>
<td>1976/77</td>
<td>D 58930</td>
<td>£ 11786</td>
</tr>
</tbody>
</table>

Additional costs for which the Library Board will be responsible (see Appendix 2):

<table>
<thead>
<tr>
<th>Year</th>
<th>Dalasi</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972/73</td>
<td>D 11375</td>
<td>£ 2275</td>
</tr>
</tbody>
</table>

plus insurance, staff pensions and medical care and training expenses.
11. SUMMARY OF PHASED DEVELOPMENT ASSUMING ACCEPTANCE OF PLAN IN GENERAL

Phase 1

1. Advisory Committee to be strengthened.
2. Legislation for the establishment of a Library Board considered.
3. Present building revitalized.
4. Decision on new building and selection of site.
5. Urgently needed equipment ordered.
6. Assistant Librarian No.3. or selected Trainee to go to School of Librarianship in Britain.
7. Volunteer Librarian to be requested to take up duty in 1973/74.
8. In-service training of staff.
10. Discussion with Area Councils on establishment of Reading Rooms.
11. Postal service to individuals to be explored.
12. Reorganized Education Library Service to begin. Pilot Projects for primary and secondary modern schools. Subscription eliminated in those schools served by the reorganized ELS.
13. Training courses in the use of books and libraries; Course for Teacher/Librarians.
14. International Book Year 1972 to be marked by an exhibition, films and possibly other activities.

Phase 2

1. Assistant Librarian No.2. or selected Trainee to go to School of Librarianship probably in Africa.
2. Volunteer Librarian to be employed in place of two absent Assistant Librarians.
11. Phase 2 - continued

3. Additional staff - one Library Assistant and a Driver/Assistant.

4. Study tour for Chief Librarian to be arranged this year or later.

5. Design of new building agreed; construction to commence at appropriate time.

6. Furniture and equipment for new building to be ordered.

7. Book stocks to be built up.

8. Mobile Library Service gradually changed to serve adults and adolescents.

9. Type of vehicle for replacement of present Mobile to be decided.

10. Land Rover to be provided.

11. Education Library Service to be expanded.

Phase 3

1. Two Assistant Librarians on study leave. Volunteer Librarian in 2nd year.

2. Additional staff - one Library Assistant.

3. Book stocks to be built up.

4. All educational institutions provided with loan collections of books.

5. Present Mobile Library to be replaced in 1975.

Phase 4


2. Additional staff - 3 Library Assistants; 1 Caretaker/Gardener.


4. Book stocks to be built up.

5. Capital aid (UK) to cease this year.

/Phase 5. ...
11. Phase 5

1. Additional staff - Accountant/Secretary. This post will be required when a Library Board is established and will probably be needed before this.

2. Library Board now entirely responsible for Library Service.

NOTE:-

1. No dates have been set for:-
   (b) The elimination of subscriptions except for the Education Library Service.
   (c) The establishment by Area Councils of Reading Rooms and eventually the establishment by the Board of regional and other libraries.

2. The suggested phased development is intended merely as a framework. Any modifications in the overall plan will alter with the content and timing of the phasing.

30 March 1972.

Mary A. Thornhill
M A THORNHILL (MRS)
LIBRARY ADVISER
APPENDIX 1

1. THE UNESCO PUBLIC LIBRARY MANIFESTO

The Public Library

A Living Force for Popular Education

Unesco and Public Libraries

Unesco, the United Nations Educational, Scientific and Cultural Organisation, has been created by the will of 46 countries. Its aim is to promote peace and social and spiritual welfare by working through the minds of men. The creative power of Unesco is the force of knowledge and international understanding.

This manifesto, by describing the potentialities of the public library, proclaims Unesco's belief in the public library as a living force for popular education and for the growth of international understanding and thereby for the promotion of peace.

The Public Library

A Democratic Agency for Education

The public library is a product of modern democracy and a practical demonstration of democracy's faith in Universal education as a lifelong process.

Though primarily intended to serve the educational needs of adults, the public library should also supplement the work of the schools in developing the reading tastes of children and young people, helping them to become adults who can use books with appreciation and profit.

As a democratic institution, operated by the people for the people, the public library should be: established and maintained under clear authority of law; supported wholly or mainly from public funds; open for free use on equal terms to all members of the community, regardless of occupation, creed, class, or race.

What the Public Library should offer

The complete public library should provide: books, pamphlets, magazines, newspapers, maps, pictures, films, music scores and recordings, and give guidance in their use.

The public library should offer children, young people, men and women, opportunity and encouragement; to educate themselves continually; to keep abreast of progress in all fields of knowledge; to maintain freedom of expression and a constructively critical attitude towards all public issues; to be better social and political citizens of their country and of the world; to be more efficient in their day-to-day activities; to develop their creative capacities and powers of appreciation in arts and letters; to aid generally in the advancement of knowledge; to use their leisure time to promote personal happiness and social well-being.

/A Vital....
A Vital Community Force

The public library should be active and positive in its policy and a dynamic part of community life.

It should not tell people what to think, but it should help them to decide what to think about. The spotlight should be thrown on significant issues by exhibitions, book lists, discussions, lectures, courses, films and individual reading guidance.

Reading interests should be stimulated and the library's services publicised through a well-planned continuous public relations programme.

The public library should link its activities with the work of other educational, cultural and social agencies - the schools, universities, museums, labour unions, study clubs, adult education groups, etc. It should also co-operate with other librarians in the loan of publications and with library associations for the advancement of public librarianship.

The books in the library should be made accessible on open shelves and by use of efficient technical processes; and the library's service should be brought close to the homes and work-places of the people by means of branches and mobile units.

The People's University

With a well-trained, resourceful and imaginative staff, an adequate budget, and public support, a public library can become what it should be - a university of the people offering a liberal education to all comers.

Citizens of a democracy have need of such opportunities for self-education at all times. The complexity and instability of life today make the need an urgent one.

What you can do

This manifesto has described the potentialities of the public library as an agency for popular education. Obviously it is to your personal advantage to have these potentialities realised in your community. What can you do to help?

If your community does not have public library service: interest your friends and neighbours and local organisations in obtaining such a service; ask your national library association or Ministry of Education what steps you should take to get public library service; follow through the action recommended. If your community now has a public library: get acquainted with the librarians; find out what services are offered; use these services. Work with the librarian to promote local support and demand for the standard of service endorsed in this manifesto.
## GAMBIA NATIONAL LIBRARY SERVICE

### APPENDIX 2

**ADDITIONAL COSTS TO BE MET BY LIBRARY BOARD**

**ON ASSUMING RESPONSIBILITY FOR THE SERVICE**

<table>
<thead>
<tr>
<th></th>
<th>DALASI</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Rates</td>
<td>875</td>
<td>175</td>
</tr>
<tr>
<td>2. Insurance on building, equipment &amp; books</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Electricity and water</td>
<td>750</td>
<td>150</td>
</tr>
<tr>
<td>4. Telephone and postage</td>
<td>1250</td>
<td>250</td>
</tr>
<tr>
<td>5. Maintenance and operation of one Mobile and Land Rover</td>
<td>6500</td>
<td>1300</td>
</tr>
<tr>
<td>6. Travel and Subsistence</td>
<td>1750</td>
<td>350</td>
</tr>
<tr>
<td>7. Library Board expenses</td>
<td>250</td>
<td>50</td>
</tr>
<tr>
<td>8. Staff pensions and medical care</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9. Training expenses</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Capital</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Legal expenses</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>D 11375</td>
<td>£ 2275</td>
</tr>
<tr>
<td>POST</td>
<td>GRADE</td>
<td>QUALIFICATIONS</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Chief Librarian (at present entitled Senior Librarian)</td>
<td>A 1-3 (D4000-D7790)</td>
<td>Fellow of the Library Association or Graduate plus Librarianship qualifications.</td>
</tr>
<tr>
<td></td>
<td>B 1-3 (D3840-D7020)</td>
<td>Associate of the Library Association or equivalent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This officer should be a fully qualified and experienced Librarian with the ability and personality to deal with the policy and administration of the National Library Service as a whole.</td>
</tr>
<tr>
<td>2. Senior Librarians (new posts)</td>
<td>A 1 (D4000x240-D5200)</td>
<td>FLA or Graduate plus Librarianship qualification.</td>
</tr>
<tr>
<td></td>
<td>B 1 (D3840x210-D4890)</td>
<td>ALA or equivalent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Three of these posts are envisaged initially, all at Headquarters. They are for Heads of Departments, i.e. one for Lending and Reference Services, another for Acquisition and Cataloguing and the third for the Education Library Service and Work with Children. These officers should be qualified Librarians with at least 5 years experience of library work. One member of staff who is at present unqualified but has had substantial experience and an attachment abroad should in due course be promoted to Senior Librarian on Grade C(E)1 (D2625x125-D3375). If she eventually qualifies she would be eligible for Grade B1.</td>
</tr>
<tr>
<td>Assistant Librarians (present title to be retained)</td>
<td>F 3-4 (1810x105-D2335 D2600x105-D3020)</td>
<td>Graduate plus Librarianship qualification with 3 years experience - appropriate point in F 4. ALA or equivalent with 3 years experience - beginning of F 4. ALA or equivalent with less than 3 years experience - appropriate point in F 3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trainees returning from abroad after passing examinations would enter at the appropriate point and in due course would be eligible for promotion to Senior Librarian.</td>
</tr>
</tbody>
</table>
4. Library Assistants  
   - Grade: F 1-3 (D900x45-D1125)  
   - Training Grade (Executive) (D1210x105-D2335)  
   Qualifications: At least 4 GCE 'O' Level passes or equivalent including English Language.  
   - D1200x75-D1575  
   - D1810x105-D2335  

5. Trainee Librarians  
   - Grade: Training Grade (Executive) (D1810x105-D2020)  
   Qualifications:  
   - (1) University Degree  
   - (2) 5 GCE 'O' Levels including English Language and 2 'A' levels or equivalent.  

These posts are intended for persons with the above qualifications and in the case of (2) some experience in librarianship or another field. After 1 year in the National Library Service the trainees will study at a School of Librarianship to obtain qualifications. On return they will be eligible for consideration for posts in the Assistant Librarian grade and eventually the Senior Librarian grade, depending on merit and the number of posts available.

6. The remaining posts follow normal civil service practice, i.e., those for Accountant/Secretary, Library Clerks, Drivers, Caretakers and Messengers.
THE GAMBIA LIBRARY BOARD ACT, 1976
AN ACT to establish The Gambia Library Board and for matters connected therewith and incidental thereto
ARRANGEMENT OF SECTIONS

PART I — PRELIMINARY

1. Short title.
2. Interpretation.

PART II — ESTABLISHMENT AND CONSTITUTION OF THE GAMBIA LIBRARY BOARD

4. Resignation and Revocation of appointment
5. Duties of Chief Librarian
6. Temporary absence of Chairman
7. Meetings of the Board
8. Quorum
10. Secretary
11. Committee
12. Functions of Executive Committee

PART III — OBJECTS AND FUNCTIONS OF THE BOARD

13. Functions of the Board.

PART IV — FINANCIAL PROVISIONS

14. Allowances of members of the Board
15. Funds of the Board
16. Accounts and Audit
17. Annual Report

PART V — MISCELLANEOUS PROVISIONS

18. Public Service Commission may appoint etc. officers etc. of the Board
19. Authentication of documents.
20. Deposit of publications and printed materials.
21. Compulsory acquisition of land
22. Power to invest.
23. Regulations
24. Standing Orders

Enacted by the Parliament of The Gambia.

PART I—PRELIMINARY

1. This Act may be cited as The Gambia Library Board Act, 1976 and shall come into operation upon such date or dates as the Minister may, by Order appoint.

2. In this Act unless the context otherwise requires:

"the Board" means the Gambia Library Board established by this Act;

"Chairman" means the Chairman of the Board;

"Chief Librarian" means the Head of the Library Services;

"member of the Board" includes the Chairman;

"Minister" means Minister for the time being charged with the responsibility for Library Services;

"library" means The Gambia National Library Services established and maintained by the Board; any branch thereof in any part of the country and any other library under the control and maintenance of the Board.

PART II—ESTABLISHMENT AND CONSTITUTION

THE GAMBIA LIBRARY BOARD

3. (1) There shall be established a Board to be known as The Gambia Library Board.

(2) The Board shall be a body corporate with perpetual succession and a common seal and shall have power to sue and be sued in its corporate name and to acquire, hold and dispose all movable and immovable property.

(3) The Board shall consist of a Chairman to be appointed by the Minister who shall hold office for a period of not more than three years and the following:—

(a) a representative of the Ministry of Education;

(b) a representative of the Department of Education;

(c) a representative of the Department of Information and Broadcasting;

(d) Chief Librarian ex-officio;

(e) a representative of creative arts;

(f) two members appointed by the Minister;

(g) a representative of The Gambia Teachers Union.
Resignation and Revocation of appointment

4. A person who becomes a member of the Board by virtue of subsection (3) of section 3 of this Act may resign his office in writing addressed to the Minister, and, any such person may be removed from office by the Minister if the member—

(a) has been absent from three consecutive meetings of the Board without the permission of the Chairman; or

(b) has been sentenced by a court of competent jurisdiction in The Gambia or in any other country to a term of imprisonment for any offence involving fraud and has not received a free pardon; or

(c) is incapacitated by physical or mental illness; or

(d) is otherwise unable or unfit to discharge the functions of a member.

Duties of Chief Librarian

5. Subject to the Board's policy programmes on financial, operational and administrative matters, the Chief Librarian shall have general function of organising and managing the National Library service as provided for in this Act, and, in particular, the function of directing the activities of the officers and servants of the Library services.

Temporary absence of Chairman

6. Where the Chairman is temporarily absent or incapacitated from performing the functions of his office the Minister shall, from amongst the members of the Board, appoint a person to act as Chairman and that person shall, upon his appointment, have all the powers and perform the duties of the Chairman during the absence or incapacity of the Chairman.

Meetings of the Board

7. (1) There shall be not less than three meetings of the Board in a year.

(2) The Chairman may with the previous consent of the Board in writing and shall, whenever required to do so by notice given him and signed by not less than four other members of the Board call a special meeting of the Board.

Quorum

8. (1) At any meeting of the Board the Chairman and four other members shall form a quorum.

(2) The decision of the Board at any meeting shall be determined by a majority vote, and in the event of equal number of votes, the Chairman shall have a casting vote.

Power to co-opt

9. Where the Board desires to obtain the advice of any person on a particular matter, the Board may co-opt such person as a member for the period during which the particular matter is under discussion, but a person who is a member by virtue of this section shall not be entitled to vote at any meeting of the Board and shall not count for the purpose of forming a quorum.

Secretary

10. There shall be a Secretary to the Board who shall be the Chief Librarian.
11. For the purpose of providing for the more expeditious and efficient despatch of the business of the Board, the Board shall establish a committee from among its members to be styled "the Executive Committee which shall consist of:—

(a) the Chairman of the Board;
(b) the Chief Librarian; and
(c) not more than two members to be appointed by the Board from among its members.

(2) Three members of the Executive Committee shall form a quorum.

(3) The Chairman of the Board shall be Chairman of the Executive Committee.

12. (1) The Executive Committee shall exercise such functions of the Board as may be delegated to it by the Board.

(2) The Executive Committee may, and if required to do so by the Board shall, advise the Board on the policy, administration and organisation of the National Library; and the Board shall consider and, if it thinks fit, act upon the advice of the Committee.

PART III—OBJECTS AND FUNCTIONS OF THE BOARD

13. (1) The functions of the Board shall be—

(a) to establish, equip and maintain in accordance with this Act the National Library Service;

(b) to establish, equip and maintain in accordance with this Act branches of the National Library service in any part of the country; and

(c) to provide in accordance with this Act such services as in the opinion of the Board are necessary to be provided in connection with the establishment, equipment and maintenance of the National Library Service.

(2) For the purposes of carrying out the functions mentioned in subsection (1), it shall be the duty of the Board, so far as its resources permit—

(a) to assemble, maintain and extend the collection of books, periodicals, pamphlets, newspapers, maps, musical scores, films and recordings, tapes, and such other matter as the Board considers appropriate for a Library of the highest standing;

(b) to make the facilities of the National Library Service available to members of the Public and others on reasonable terms which may include—
15. (1) The funds of the Board shall include—

(a) all moneys raised for the general purposes of the Board;

(b) all moneys accruing to the Board from the Government of The Gambia or from any Statutory Corporation, either by way of grant-in-aid, endowment or otherwise;

(c) all charges due or amounts received by the Board;

(d) all interests on moneys invested by the Board;

(e) all donations accruing to the Board for the general purposes of the Board; and

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

(2) The funds of the Board shall be applied by the Board towards the furtherance of the purposes of the Board under this Act, and in accordance with any terms and conditions upon which those funds may have been obtained.

16. (1) The Board shall keep proper accounts and other records relating thereto and shall prepare in respect of each financial year a statement of accounts in such form as the Minister may direct.

(2) The Board may with the approval of the Minister write off bad debts.

(3) The Accounts of the Board shall be audited by Auditors appointed by the Board with the approval of the Minister.

(4) As soon as the accounts of the Board have been audited, the Board shall furnish a copy of the statement of accounts to the Minister, together with a copy of any report made by the Auditors on their statement or on the accounts of the Board.

(5) The accounts of the Board together with the Auditor's report thereon shall be brought before the Executive Committee or before any body set up by the Minister to examine them.

17. (1) As soon as may be after the end of each financial year but not later than the 30th September next following, the Board shall forward to the Minister a full report on the exercise and performance by the Board of its functions during that year together with a certified copy of the audited accounts of the Board.

(2) The Minister shall cause a copy of any report made to him under this section to be laid before the House of Parliament of The Gambia

(3) The financial year of the Board shall be the same as that of Government.

The Call of the Library Board Act, 1976.

(i) provision for the imposition with the approval of the Board of fees for the services rendered to the public, subject to the approval of the Minister;

(ii) provision for preserving the property of the Board.

(iii) the imposition of conditions for admitting members of the public to premises under the control of the Board.

(c) to make arrangements as the Board considers appropriate with respect to:

(i) the exchange of matter included in the collection aforesaid;

(ii) the preparation and publication of catalogues, indexes and similar aids, and

(iii) the provision of assistance to other persons in the organization of libraries and with respect to the manner of using facilities under the control of libraries;

(d) to make recommendations and give advice on Library development or organization to any department or agency of the Government of The Gambia or to a Local Government Authority;

(e) to undertake bibliographical services.

(3) The Board shall subject to the approval of the Minister have such powers as may be necessary or desirable for the efficient exercise of its functions including in particular the power to—

(i) acquire, construct, maintain or repair any property, required for the purposes of the National Library Service;

(ii) let, lease or otherwise dispose of any property, which appears to the Board to be unnecessary for the time being for the purposes of the Board;

(iii) take such steps as it deems necessary for the purposes of advancing the skill of persons employed by the Board or the efficiency of the equipment of the Board or the manner in which that equipment is operated (including the provision by the Board of facilities for training, education and research).

PART IV—FINANCIAL PROVISION

14. The members of the Board shall, with the approval of the Minister, receive such fees and allowances as may be determined by the Board.
PART V—MISCELLANEOUS PROVISIONS

18. The power to appoint, dismiss or terminate the appointment of officers or employees of the Board shall be vested in the Public Service Commission.

19. (1) The fixing of the Common Seal of the Board shall be authenticated by the signature of the Chairman and the Secretary to the Board.

(2) Any contract or instrument which if made or executed by a person not being a body corporate may require to be under seal, may be made or executed on behalf of the Board by any person generally or specifically authorized in that behalf by a decision of the Board.

(3) Any document purporting to be document duly executed under Common Seal of the Board shall be received in evidence and shall, unless the contrary is proved, be deemed to be so executed.

20. Where any printed matter other than matter of such description as the Chief Librarian may from time to time specify is published by or on behalf of any person in The Gambia that person shall, for the purposes of the library, deliver to the Chief Librarian two copies of such publication or printed material.

21. (1) Where there is any hindrance to the acquisition by the Board of any land required of any purpose of the Board under this Act, (including any failure by the Board to reach an agreement as to the amount to be paid in respect of the acquisition) the Minister upon the application of the Board and after such inquiry as he may think fit, may declare that the land is required for the service of the Board.

(2) The Board shall not without the approval in writing of the Minister, alienate, mortgage, charge or demise any immovable property which has been vested in the Board under provisions of this Act.

22. The Board may invest all or any of its funds in such manner as may be approved by the Minister.

23. The Board may, subject to the approval of the Minister, make regulations—

(a) for regulating the use of the National Library Service;

(b) for protecting the National Library Service and the books, fittings, furniture and contents therein;

(c) for the giving of guarantee or security by any person using the National Library;

(d) for the imposition of any fine or penalty upon any person who refuses or neglects to return or who loses or damages any book which he may have borrowed from the National Library;

(e) generally for the better carrying out the provisions of this Act.
24. Subject to the provisions of this Act, the Board may with the approval of the Minister from time to time make standing orders providing for the proper conduct of its business and for meetings of the Board.

PASSED in the House of Representatives this Twentieth day of October in the year of Our Lord One thousand nine hundred and Seventy-six.

A. M. SALLAH
Clerk of the House of Representatives.

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

A. M. SALLAH
Clerk of the House of Representatives.