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THE DEVELOPMENT OF USER EDUCATION IN GHANA

-BY-

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CHAPTER ONE

USER EDUCATION IN SCHOOL AND COLLEGE LIBRARIES IN GHANA.

SECONDARY SCHOOL LIBRARIES.

Secondary school libraries, in conformity with the libraries of all institutions of learning are usually established alongside the institutions themselves; a deliberate policy to ensure the provision of the necessary learning facilities. The school library idea in Ghana, therefore is not an altogether new concept because the founding fathers of formal education in the country were obviously aware of the contribution of the library to the total educational process. However, in the manner of provision of adequate facilities, one discovers an intriguing paradox. Professor Ofosu-Appiah, for example is of the view that:

"Although most of these institutions (Secondary schools and Colleges of Education) have libraries of a sort, the general impression one gains is that the Ministry of Education has never, in the past decade, regarded the provision of good libraries as vital to educational progress in the country."(1)

Perhaps, Ofosu-Appiah's comment which limits the Ministry's failure to the past decade might be a generous period. A more realistic view is that ever since public education in Ghana became the responsibility of the Ministry of Education, the development of school libraries
has been left solely in the hands of individual headmasters. In the Report of a Survey Conducted by a Committee of the Ghana Library Board, the British Council and the Ministry of Education, the following observation was made:

"It is clear that there is no stated policy by the Ministry of Education regarding the financing and running of school and college libraries in Ghana. In the absence of this positive policy a number of factors have become apparent in determining what school and college library grants may be. These may be identified as: the importance which an individual headmaster or principal attaches to the library. Where the library is considered a luxury, as most of the school authorities do, it invariably suffers in the struggle for a share in the annual budget...." (2)

In the industrialized countries, school libraries are made to play an important role in the education of children and their development has consequently always attracted great attention. In Britain, for example, this concern was demonstrated by the publication of the LA/ATCDE Memorandum: College of Education Libraries; Recommended Standards for their Development, 1967, and the Library Association's Recommended Standards for School Libraries 1971.

Ghana, on the other hand, is still without such publications which would ensure a systematic development of school libraries, and one cannot help but share N.J. Insley's view that:

"It must therefore be a cause for concern that the majority of our schools have few, if any, library books and that they depend almost exclusively on the text books prescribed by the teachers." (3)

Shortage of money is often quoted as a reason for not providing library books and essential library facilities in the schools. Without doubt, in a situation where there is no positive policy on school
libraries, this would be a contributory factor. Indeed, Ofosu-Appiah, made the point that:

"Where other more pressing needs must be satisfied, the library does not get any grant. In general, it is only those heads of institutions who do not regard libraries as luxuries who do their best to set aside some money annually for libraries. Also, the fairly large schools and colleges which usually economise on their general administration are able to spend more money on libraries." (4)

THE GHANA LIBRARY BOARD SURVEY, 1968.

The Ghana Library Board, on its own initiative in 1968, invited the British Council and the Ministry of Education, to participate in conducting a survey of school and college libraries in the hope that, "the results of the survey might encourage the Ministry of Education to take the question of libraries more seriously in future." A questionnaire was sent to all Secondary schools and Colleges of Education.

For the purposes of this research, however, the evidence on school library staff would be examined here, because of the fact that availability of suitably qualified staff is an essential factor for the success of any user education programme.

Library Staff.

The survey revealed that 62% of the institutions investigated were using the teaching staff for organizing and supervising the libraries; 22% employed full-time library clerks and 16% of the schools, used office clerks to take charge of the library in addition to their normal duties. None of the schools had a full-time qualified (i.e. either professionally trained or a graduate with a post graduate diploma in Library Science) librarian.
In the subsequent report, it was recommended that the Ministry of Education should encourage school and college authorities to employ qualified librarians, who would have a full-time responsibility for ensuring a systematic development of libraries in the institutions of learning. In this way, it was suggested that school libraries would contribute immensely towards the educational process. One would assume that user education was envisaged in this suggestion.

Then again, in 1967, the Education Review Committee in its report, submitted to the Government, also proposed the establishment of a 'Library Department' in the administrative set-up of the Ministry of Education on similar basis with such already established departments as the Curriculum Research and Development Unit and the Inspectorate Department. (5)

The aim of this Library Department was to ensure a development and adequate provision of library materials and services in all the schools and colleges.

Unfortunately, up till today, the Ministry of Education has not reacted to the recommendations in either of the reports.

Between 1960 and 1973, most secondary schools in Ghana benefitted from the enthusiasm and expertise of the United States Peace Corps teachers who helped develop the library resources of their respective schools. Some of them, especially at St. Peter's Secondary School, Nkwatia, introduced minor user education programmes. These were mostly library orientation tours and the use of library catalogues to motivate students' response to library use. One must acknowledge that this programme at Nkwatia, has been maintained under the direction of successive library masters.
Significantly, however, when the U.S. Peace Corps programme was terminated in 1974, most of the schools lost the good work which the tutors had started, and since then user education programmes have become a thing of the past. Perhaps, some of the possible reasons, inter alia, for this state of affairs include the following:

(a) Lack of enthusiasm on the part of the Ghanaian tutors who succeeded the American Peace Corps. This lack of enthusiasm is manifest in their own lack of confidence in library use, because the majority of Ghanaian university students are not themselves exposed to user education programmes. Hence it becomes difficult for such latter-day tutors to conduct user education for their students.

(b) There are no qualified librarians (i.e. professionally or post graduate diplomates in Library Science) serving in the schools. It is to be assumed that such librarians, by their training would be capable of designing and conducting user education programmes in their schools.

On this problem, Ofosu-Appiah, again observes that:

"Since the establishment of the Ghana Library Board, a number of professional librarians have been trained and the University of Ghana has been running courses in Librarianship for some years now. But the Ministry of Education has not found it necessary to send some teacher librarians on study leave to gain professional qualifications which would improve the school libraries." (6)

It is worth stressing that in 1977, there were 168 Secondary schools in the country with a total student population of 74,098, and that the Ministry of Education has over the past years expressed
concern about declining educational standards in the schools. This in essence represents that rote learning is no longer paramount in the schools and one way to encourage intelligent learning is to introduce library user education programmes. After all, for most students in our educational institutions, secondary school education is terminal.

NEW STRUCTURE AND CONTENT OF EDUCATION FOR GHANA.

In the new education structure, the Middle School education programme, is replaced by a 3-year Junior Secondary School. The Junior Secondary School is both terminal and continuing. At the end of the Junior Secondary School programme, there would be a school leaving examination which would also be used for selecting candidates for admission into the Senior Secondary Lower level. Those who do not continue their formal education would enter the world of work, while those who would continue their formal education would proceed to:

(a) Senior Secondary Lower, which would be of two years duration and lead to the G.C.E. 'O' Level, or
(b) Technical or Commercial Institutions.

In implementing the programme which was in two phases, the first phase, was based on a five year 1975-80 plan. This period involved the provision of such basic minimum facilities as Workshops, Home Science blocks, and Science Laboratories.

Significantly, library provision was not included in the first phase of development but rather in the second phase period which was to begin from 1981-1985, offering the provision of other facilities as shown in the following estimates:


### ITEM | CEDIS (c)
--- | ---
Estimated Cost of Library | c 10,000.00
Estimated Cost of Staff Common Room | c 5,000.00
Estimated Cost of Improved Headmaster's Office | c 2,000.00
Estimated Cost of Store | c 5,000.00
| **total** | c 22,000.00 (8)

Unfortunately, school libraries were relegated to second phase development because they did not merit priority attention, a factor which meant that some new Junior Secondary Schools would be without libraries for at least ten years.

When this situation is contrasted with educational policies of the pre-independence days, when all newly established secondary schools had some type of accommodation reserved as libraries, even though most of the accommodation eventually became unsuitable, one gets the impression that in the present situation school libraries have ceased to attract official sympathy.

The allocation of c10,000 (i.e. £1,450 at 1980) is very small to meet the cost of a new library building, provision of materials and services. Further, books, equipment, stationery, multi-media resources, etc. all have to be ordered from either European or American countries, and the financial constraints involved are enormous.

In order, however, that this educational plan—viz, library facilities, would succeed, the Ministry of Education, might have to consider other alternatives. Ofosu-Appiah, for example, suggests that:

"As a first step, the Ghana Library Board should be granted more money for employing qualified staff and for increasing the number of children's libraries in all the regions. The aim should be to have a children's library in every town and village where there is a school." (9)
He goes on further that:

"Until the secondary schools and Colleges of Education can employ professionally qualified librarians, the Ghana Library Board should be helped to employ more staff to organise school libraries and to assist in training clerks for routine duties in the libraries." (10)

While it is conceivable to expect the Ghana Library Board to provide children's libraries in as many towns and villages as there are schools, this particular observation may only provide temporary results. Small wonder Ofosu-Appiah again suggests that:

"A special vote should be set aside for libraries in all educational institutions and elementary courses in librarianship should be started in certain Colleges of Education. Graduate teachers who are interested in library work should be given study leave to qualify as librarians". (11)

The employment of qualified librarians, apart from their ability to conduct user education programmes would also ensure that in future school libraries would not be ignored in development plans.

SCHOOL LIBRARIES AND NATIONAL DEVELOPMENT.

School libraries deserve to be considered in national educational plans, which makes it imperative for the Ghana Library Association to participate actively in ensuring this success. Perhaps if the Association had submitted a memorandum to the Government during the preparatory stages of the New Structure and Content of Education, a more realistic policy would have emerged for school libraries. Charles Collins, is of the view that:

"The inclusion of a library development plan in the national development plans would of course be of immense value to library development; it would virtually mean that governments would have recognised library services as part of the essential services. Of great importance also is the fact that the existence of these plans and the importance accorded them by governments would certainly be of value in seeking aid for the development of library and information services." (12)
It must be admitted, however, that in a national development plan there are obviously more important projects to be considered than libraries. Nevertheless, within a concept entitled *New Structure and Content of Education*, school libraries ought to be given some kind of attention.

Thus any national development plan for education which would acknowledge the role of school libraries, would implicitly be recognising the effect of user education programmes at that level.

**COLLEGE OF EDUCATION LIBRARIES.**

School and College libraries in Ghana have always developed along similar 'policies', to the extent that it is difficult to differentiate them for individual consideration. However, because of the different educational objectives and the different backgrounds of the students at the two levels, it is still possible to investigate the type of user education programmes which are conducted separately at the Colleges of Education. John Moore, in his contribution states that:

"The importance of the College of Education library (in Ghana) in the education of our future teachers does not, presumably, need to be argued. Most of our students come from a background where virtually the only 'literature' is the daily newspaper and the most elementary school textbooks. On leaving college they will go back to the same kind of background, but, it is hoped, with a taste for books which will make them desire to change what they find." \(^{(13)}\)

This observation is the ideal which every College of Education in Ghana attempts to achieve, even though over the years not much has been done by college authorities to arouse the interest of their students in using other books apart from their textbooks.
When John Moore, for example, recorded his experience at St. Andrew's College, Mampong-Ashanti, his view of the contribution of the college library was that:

"During their time in college we hope to give these students;
(a) opportunities for handling books and just for browsing;
(b) opportunities for as much reading as a necessarily crowded time-table permits;
(c) some training in finding their way about a library;
(d) encouragement to study for themselves, using books as the tools of their profession for no-one can really be called a 'student' who does not know how to study on his own." (14)

These factors are the typical objectives of a user education programme, which fortunately were designed for introduction at St. Andrew's College. Because of the uniqueness (the only documented programme of its kind) of the programme its details are reproduced below.

**USER EDUCATION PROGRAMME: ST. ANDREW'S COLLEGE, MAMPONG.**

Library Periods.

The library periods are used not only for borrowing and return of books, but for useful teaching work. When new students come to the college, the library master/tutor spends the first two or three library periods introducing them to the library, showing them where books can be found, how they are borrowed; showing them how to use the various encyclopaedias (this pays immense dividends - the encyclopaedias are constantly used and recently, we had to buy a complete second set of the most popular one); helping the students in their choice of books; bringing books of special use to their notice. Each student is required to produce a summary of one library book each term. John Moore, explained further that:
"We have felt that if we are to persuade students to read more books we must bring the books to their notice in as many ways as possible. Most new books are displayed in a showcase just outside the library for a few days before being made available for borrowing, usually with a short note of their contents and usefulness attached. From time to time a list of recent acquisitions, classified according to subject, is sent round to the staff, partly for their information so that they may speak to their own classes about the books connected with their own subject. For most books a short 'review' is written and pasted inside the front cover. This gives some indication of the contents and the students for whom it is intended. Here is a specimen 'review':

First year students will find this book helpful in connection with their Rural Science classes on Soil Erosion. You are advised to leave out Chapters 3 and 6, but all else is helpful. There are good illustrations and diagrams and indeed a lot of these will be of direct use to you in your own practical teaching. Fairly simple English. For all Students." (15)

Or sometimes the 'review' may add:

"This is a fairly advanced book. You are advised not to attempt it until towards the end of your course." (16)

Although this has never been defined in realistic terms, it was nevertheless a truly well designed user education programme to satisfy the needs of users at that particular level of education. However, it was made possible because the library master was an expatriate tutor, who no doubt had benefitted previously from a user education programme.

The library master who had cultivated the co-operation of other members of the academic staff, was enthusiastic about encouraging his Ghanaian students to make full use of their college library despite the obvious short-comings; as John Moore again, conceded:

"Quite the biggest obstacle to the achievement of the four aims I have mentioned is the fact that for most of the time the main shelves of the library are kept closed. This would not be necessary if we were able to employ a library clerk who could do a full-time job in the library during the evening when students are freest to work and read there. Then the shelves could be opened; both staff and students would be
able to consult books, perhaps even getting all that was required from them in a matter of minutes without having to borrow the book in the present formal way for a whole week. Then, also books could be borrowed at any time instead of students having to wait for their twice-weekly library period to come round." (17)

An obvious case for the employment of a full-time qualified librarian is implicit in this observation. Despite all the good work which John Moore had done in motivating the students for user education programmes, when he left the college, the programme collapsed, because there was no other equally enthusiastic library tutor to succeed him. This could have been avoided if a full-time qualified librarian and qualified supporting staff were available to continue the user education programmes.

Secondly, John Moore's programme concentrated only on the use of books. Periodicals, specialized materials such as indexes, abstracts and subject bibliographies were unavailable in the library, as there were no multi-media resources.

It must be pointed out, however, that from time to time, most Colleges of Education conducted similar user education programmes whenever there was an enthusiastic library tutor to plan them. The greatest disappointment, however, was the fact that the continuity of the programme could not be assured because of lack of policy for college library development.

THE DIPLOMA AWARDING COLLEGES OF EDUCATION.

In September 1975, the Government established 'The Advanced Training Colleges for Diploma Studies' which, "would produce diplomate teachers for Senior Secondary Schools and the Post 'O' level Training
Colleges to supplement the graduates from the universities."

Essentially however the Colleges were established to satisfy two objectives:

(i) To provide future retraining facilities for the post-primary school teachers already in the education service, who demonstrate the requisite aptitude to pursue courses of study in special subject fields, thereby negating the impression that the four-year Colleges of Education were established to offer terminal training only.

In this way, it is anticipated that standards of education for teachers would be raised; promotion prospects being made brighter, as a result of improved qualifications; and that teachers would be encouraged to stay longer in their profession.

(ii) To serve as second cycle institutions for Post 'O' Level trained teachers and also to offer basic training facilities for prospective teachers who possess a number of passes of the G.C.E. 'A' Level, but who do not gain admission to any of the three universities in Ghana, to pursue degree courses.

These two types of students, however, once they gain admission to the Diploma Colleges, both pursue the same courses in their chosen subjects,

In essence, the Diploma Awarding Colleges of Education are intermediate institutions between the universities and the Secondary Schools. They are administered directly from the headquarters of the Ministry of Education without recourse to Boards of Governors. Further, they are all affiliated to the various universities which are responsible for:
(a) Advising on the nature of courses which should be offered in the colleges; curriculum design;  
(b) The conduct of final examinations;  
(c) Award of Diplomas bearing the seal of the respective university to successful students.

There are presently, six such colleges which have been established throughout the country. These are:

(i) The Advanced Teacher Training College, Winneba, which offers courses in the basic school subjects i.e. English Language, Business Education, Elementary Education, Mathematics and Science.  
(ii) Specialist Training College, Winneba. It offers courses in Fine Arts Education, Home Science and Physical Education.  
(iii) National Academy of Music, Winneba. It offers courses in Music and Drama.  
(iv) School of Ghana Languages, Ajumako. It offers courses in ten principal Ghanaian languages.  
(v) Agricultural Science College, Mampong-Ashanti. It offers courses in Agricultural Sciences and Pure Sciences.  
(vi) Teachers' Technical College, Kumasi. It offers courses in technical subjects, such as, Engineering, Metal work and Woodwork.

USER EDUCATION ACTIVITIES IN DIPLOMA COLLEGES.

All six colleges have libraries, but except for the Advanced Training College, Winneba and the Specialist Training College, also at Winneba, which have employed full-time qualified professional librarians, the other four make use of library tutors for the running of their libraries.

User education programmes, in these four colleges, are limited to orientation programmes only. The library tutors, usually introduce the
new students to the library during the first week of each academic year. The orientation is usually centred around borrowing procedures, overdues and penalties for the loss of library books.

One feature which is common in all the libraries is the availability of a "suggestions book" inviting students to suggest any titles which they think are necessary for provision in the college library. Quite unexpectedly, the 'suggestions books' have produced negative results in some of the colleges especially at the Agricultural Science College, where in 1978 students requested 212 titles neither of which the authorities could provide.

This failure alienated the students but the hard fact was that the College did not have enough funds to order its library materials. This of course is a familiar problem throughout all the Colleges.

At the Specialist Training College, Winneba, which employs a full-time professionally qualified librarian, there are no specially designed user education programmes, but the librarian usually circulates "current acquisitions lists" among members of the academic staff to inform them about recent additions so that they in turn would inform their students. Normally, a copy is displayed in the library for perusal by students. Most of the time, however, the librarian and his staff conduct their programmes on a person-to-person basis, especially when students make enquiries about specific items of information.

USER EDUCATION PROGRAMME: ADVANCED TEACHER TRAINING COLLEGE (ATTC), WINNEBA.

A significant development occurred at the ATTC in 1974, when the Academic Board resolved that all students should be given user education courses, as distinct from the normal orientation programme. The librarian
was requested to contact Heads of Academic Departments to discuss time tables for the programmes, which were accepted by the Departments of English, Education and History. In 1975 the Departments of Mathematics and Science also spared time in their time-tables to take advantage of the programme.

The courses, however, were limited to first year students only because academic staff thought that the pressures of studies in the second and third years would not permit them to spare time for user education programmes. In the event, the following programme was introduced:

**COURSE CONTENT**

1st Session. (1 Hour)

(a) Introduction to General Reference Materials and their Use.
(b) Use of General encyclopaedias and Basic Works.

2nd Session. (1 Hour)

(a) Introduction to the use of Specialized Materials in the Respective Subject fields.
(b) Use of Ulrich's Guide to Periodicals
(c) Use of Education Index.

3rd Session (1 Hour)

(a) Use of Bibliographies; General
(b) Bibliographies in Special subject fields.

4th Session (1 Hour)

(a) Elementary principles of compiling a Systematic Bibliography.
(b) Proper Interpretation of Citations in Essays, etc.
After these formal courses, practical exercises are conducted in the library. These are devoted to explaining in detail any special difficulties which students may have discovered from the classroom lectures.

It must be admitted that because of the lack of a seminar room in the library this exercise usually causes problems of disturbance for other students who may be using the library while the librarian demonstrated some practical situations and answered questions from students.

However, students have responded quite enthusiastically to all the courses, especially those for Compiling Systematic Bibliographies and Interpretation of Citations in Essays. This has been found to be particularly helpful when students begin writing up their 'long essays' in partial fulfilment of the requirements for the award of their diplomas. Indeed, Norman Beswick has also acknowledged this requirement, thus:

"In both professional and main subjects, it is likely that students will be expected to produce a 'special study'. a project that frequently requires eighteen months or more to complete and involves considerable individual research and thought... Here is a splendid opportunity for creative use of the college library and the tutor-librarians; in fact, the possibilities are so great that this one device has had much to do with the continuing trend in the College of Education towards the appointment of tutor-librarians." (19)

Of course, Beswick was writing about practices in British Colleges of Education, but the Ghanaian Colleges too include such project writing in their curricula. Despite the fact however that Ghanaian Colleges of Education do not have well stocked libraries nor do they employ tutor-librarians, it would still be a matter of great educational advantage if the students would be exposed to user education programmes which would be of benefit to them during and after their training. For these reasons, the programme at the ATTC should be re-examined and all effort made to provide user education programmes throughout the life time of every student in the college.
Much of the academic work that goes on at the ATTC would be beneficial
to the other Diploma Awarding Colleges of Education, since the
objectives of education in all the institutions are similar if not the
same. It would thus be appropriate to suggest that future user
education programmes in the Colleges should be designed along the
following lines:

**IDEAL USER PROGRAMME FOR DIPLOMA AWARDING COLLEGES OF EDUCATION.**

The programme should take account of the fact that students in
all the Colleges do not normally go out on practice teaching during
the first term of every academic year. Thus, this particular term
should be suitable for inclusion of user education in the time-tables.

**THE PROGRAMME**

**1ST YEAR STUDENTS.**

In the first term of the academic year, they should be exposed
to about six one-hour user education programmes. All classes
should be divided into groups of about thirty students in order
that the librarian can have time to discuss individual problems
with students whenever the occasion arises. After all learning is
most effective in a person-to-person setting. User education is no
exception. The individual approach of the librarian assisting the
student is most effective if the librarian is available for help at
all times; is perceptive of the students' needs; the student
recognises the need and asks for help and if the method is varied to
suit the student.

And if the librarian helps the student see what processes have been
undergone, helps him to appraise the strategy and evaluate it so
it can be applied to the next information search.
Because of the high academic standards which students in the
Diploma Awarding College are expected to attain, it would be
useful if emphasis would be placed on information retrieval
skills.

1ST SESSION.

ORIENTATION COURSE.

This should be conducted in the third week of the new academic
year because experience has proved that during the preliminary
days of new students they are in the midst of much other
orientation rendering them saturated with information and
admonition that they can hardly understand library systems.
The orientation course should be concluded by the provision of a
printed 'Guide to the Library' to each student.

2ND SESSION.

Basic Reference Materials including Dictionaries and Bibliographies.
Other unpublished documents e.g. Long Essays of past students.

3RD SESSION.

Use of Indexes and Abstracts.
Guides such as Ulrich's Periodicals' Guide and the World List of
Scientific Periodicals, should also be explained to students.

4TH SESSION.

Use of multi-media resources, such as films, tapes, slides and
micro resources.
It should be appreciated that provision of these items which
involves both the hardware and software can be expensive. However,
granting that finances are made available for their acquisition,
students should be exposed to their use.
5TH AND 6TH SESSIONS.

These periods should be spent on practical exercises such as testing students on what they have learned, and demonstrating the use of other facilities which are best left in the library.

SECOND YEAR STUDENTS.

In view of the fact that the programmes should be gradated, second year students would not require more than three sessions.

1ST SESSION.

This should be devoted to literature search techniques because at this level students' courses begin to assume a degree of specialization. They must be enabled to find out for themselves and evaluate the information.

2ND SESSION.

Librarian should encourage students to ask questions in their specific fields, whilst he attempts to answer by involving all students in a general discussion and provides some answers. This participatory discussion would elicit problems from students.

3RD SESSION.

Practical exercises should be conducted with students in their chosen specific topics. After this exercise, students who still have problems should be encouraged to approach the librarian for clarification.

THIRD YEAR STUDENTS.

1ST SESSION.

The compilation of a systematic bibliography and bibliographic styles are the two main topics which should be treated at this
level. Students usually use the first part of the year to complete their 'Long Essays' – projects – before they write up the final examinations.

To help them in writing up the essays, they would require a good deal of information from the library. As Robert Taylor has observed:

"A major consideration is the technique of documenting a paper. Before an examination of courses begins, the basic elements of bibliographic entries are studied through presentation of an 'electric' form. This involves illustrating the entry with the various elements in a position and with punctuation in a manner closely following the style in library catalogs." (20)

This concern for bibliographic style enables the student to assemble sources of possible reference logically and prepares him in the art of citing from books, periodicals, unpublished material etc.

2ND SESSION.

This final session should be devoted to answering queries from students and guiding them individually in their special subject fields.

Inter-library resources need to be re-emphasized at this stage so that those who discover material which is not available in their college library would take advantage of the special relationship which their colleges enjoy with, especially, the affiliated universities.

This might seem, to all intents and purposes, an ambitious user education programme, success of which would depend upon the goodwill of college authorities and academic staff who have to be motivated to spare the time in their already tight time-table.
SUMMARY.

Whilst some heads of schools and colleges might be enthusiastic about user education programmes, the majority are unlikely to consider them favourably because of the total lack of policy which does not make the programmes obligatory.

With the current poor provision of facilities in the libraries, some heads of institutions might even be forgiven for regarding user education as a time wasting device. But the idea is that in all educational institutions students must be able to find, acquire and use all kinds of educational materials. Both educational and research topics are becoming increasingly multi-disciplinary in nature, thereby drawing information from a wider range of sources.

A classification of the real needs of students would lead to a recognition of the need for co-operation at all levels — between librarians, tutors, students and school and college authorities to enable the curricula to accommodate user education programmes. Finally, user education programmes would:

(a) Excite interest by convincing students of the value of information.
(b) Involve tutors in instruction, by realizing their role as both source and channel of information. At St.Andrew's College, Mampong-Ashanti, for example, it transpired that the user education programme was conducted by a member of the academic staff who had an intense knowledge of library instruction.
(c) Make school and college libraries easier to use.
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CHAPTER TWO

PUBLIC LIBRARY ACTIVITIES IN USER EDUCATION.

PUBLIC LIBRARY SERVICE.

From all indications the Ghana public library service does not offer its patrons any user education facilities based upon specially designed programmes apart from the normal reference readers' advisory service. Of course, this is hardly surprising from the viewpoint that most public library establishments in other parts of the world, have only recently began giving serious thought to user education programmes. A report of the British Library Research and Development Division makes the point that:

"The Committee also feels that public libraries could well play a vital role in this type of user education... In the absence of reliable evidence, we have no specific recommendations to make, but think that there would be value in reference librarians and information officers being given the opportunity to learn new teaching methods and skills which would help them to communicate successfully with professional workers in all fields." (1)

Despite the lack of designed user education facilities, it was still necessary to conduct investigation into this subject because of the unique position enjoyed by the public library services in Ghana. (It is a national service which enjoys nation-wide patronage). Secondly, the results of the investigation, no doubt, might provide a reasonable basis in formulating effective user education schemes which would be of benefit to the public library services.
From the facts which emerged through the investigation, some aspects of the subsequent report are largely descriptive; a deliberate methodology which hopefully would elucidate the necessary factors of user education in the Ghanaian public library service.

In answering the questionnaire for this research, the Ghana Library Board - the governing body of the public library service - provided a list of some services which it offers the users. Ostensibly, however, this was intended to indicate the range of activities which in their opinion have a bearing on user education schemes, as opposed to those which are widely held today.

The areas listed are reproduced here with brief descriptions of their activities to compensate for their paucity of user education facilities.

(i) Rural Library Service
(ii) Book Box Service
(iii) Library Centres
(iv) Children's Extension Activities
(v) School and College Library Service

(i) RURAL LIBRARY SERVICE.

The early attempts at this service were made in 1950 because as de Heer observes:

"Broadly the policy of the Ghana Library Board was and has always been that, however small and scattered the literate population in the rural areas, they too had a right to library service provided for the entire country. In this respect the board is thinking of clerks, teachers, agricultural officers, civil servants, the clergy, medical staff and others whose vocations demand that they make their living in the rural areas." (2)

Significantly, however, it was the teachers who benefited more through this service, which was postal, than members of other
vocations. Principally, the teachers were better organized and channelled all their activities through the District Education Offices. Every quarter, the library board sent out lists of new acquisitions on, specifically, Education and Teaching Methods to the District Education Officers, for circulation amongst the teachers in their respective local areas to select their preferences. As the scheme progressed, however, the teachers also developed more interest in other books which would enable them in their private study to pass certificate examinations e.g. the G.C.E. 'O' and 'A' Levels, thus negating the original objectives of the scheme. As a result, the operation faltered.

"Through some problems such as losses, through changes in personal addresses which were not notified to the library authorities and the preponderant diversion of interests the service was stopped in 1956" (3)

While the failure of the scheme was a matter of regret, one wonders how library user education would have been conducted through the post!!

(ii) BOOK BOX SERVICE.

Representative collections of books are usually stacked in a mobile library and taken to users in the outlying areas. Facilities also exist for readers to request special materials or specific materials which the staff attempt to satisfy before the mobile library begins its itinerary. In this way, each reader who registers for the service is enabled to select up to fifty (50) books each time the mobile library visits him. The visits are usually made once every two months.

Here, however, not much user education is involved except the occasional interaction of the remote users with staff on the mobile library.
(iii) **LIBRARY CENTRES.**

In some towns where the board has not established its own libraries, co-operation has been sought from the various local authorities to provide accommodation and part-time staff, whilst the public library board provides materials - usually adult and children's books for the use of the community. Every four months, the stocks are changed, sometimes by as many as 75%. Of course, usually this gives the psychological impression of the provision of an altogether 'new' stock, whereas in fact the stock may have been replaced by that from the nearest centre. Basically, however, it is the usual borrowing facilities which such library centres offer the local community with its attendant problems.

"The continuing requests for study books still remain a problem and it might be that plans will have to be made for long term loans to the student who has no easy access to a well-stocked library." (4)

All library activities in these centres as one might expect, are conducted on an ad hoc basis, the result being that user education under such conditions is hardly ever contemplated let alone to be pursued.

(iv) **CHILDREN'S EXTENSION ACTIVITIES.**

Most activities in the children's libraries are centred on extension services, which Grace Ofori-Atta describes as:

"In the children's libraries efforts are constantly being made to bring the public library to the attention of the children and the general public. Programmes and activities are planned to attract children to the library to make it a more enjoyable and useful place and to bring it into closer relationship with other phases of the child's life." (5)

Some of such activities which were listed include the following:
(a) **Story Hour**

These are given usually in the afternoons, after school hours when the younger children from the primary schools gather round the librarian who tells them stories, in a local language, from books she had previously read and which of course are available in the library.

The stories told usually come from age-old collections of folklore and mythology, legends, fairy tales, animal stories and things which appeal to the sense of humour, and that which stimulate the imagination or promote a desire for adventure. Although on the face of it, story telling appears only to give amusement to the child, librarians use it as a way to introduce good, useful and some difficult books to children. It also helps to bring library staff and children together.

Secondly, together they share a pleasurable experience, but more important, in view of the fact that all children's library books are written in English, by retelling the stories to the children in their local languages before they eventually proceed to them, facilitates a better understanding among the children about the facts which they read from the books.

(b) **Quiz and Essay Competition.**

Once every year, throughout the country in places where the board has established children's libraries, it organizes quiz and essay
competitions. They are open to pupils in the Middle Schools (12-15 years) who compete in essay writing, literature and general knowledge questions set by the Ghana Library Board. Typical among the exercises include the provision of facts from basic sources and writing of simple essays based upon any previously read story books. Normally the examination of the scripts is done by representatives of the Board and the Ministry of Education. The prize giving ceremonies are usually held in the open air - to attract as many people as possible - at which guests are invited from several shades of life, e.g. clergy, social workers, educationists and politicians, to give talks to the children on books and libraries; these are usually followed by film shows on various aspects of education and light entertainment.

Opportunity is usually taken at such functions to publicise the library and to make the local people realise the necessity for community involvement in the activities of the library. The climax of the function is marked by the presentation of book prizes and shields to deserving children, schools and headteachers who have demonstrated keen interest in motivating their pupils to patronize the library.

This is one area where the public library is making encouraging moves towards the introduction of systematic user education programmes - quizzes, essays and literature search - all involve a degree of an understanding of the use of library materials for the benefit of the children. However, the scheme is not without its problems some of which are:

(i) lack of essential reference materials in all the children's libraries. It has been reported that sixteen (16) out of the forty (40) nation-wide children's libraries do not have a
single set of any of the children's encyclopaedias. Similarly, other basic reference materials such as children's English Language Dictionaries and Biographical Dictionaries, are unavailable. This therefore narrows the scope of the literature searches in those less fortunate areas. As a remedy, their quizzes and literature searches are confined to facts from the few available story books in their libraries. The total lack of local literature also denies the children the opportunity and joy of finding out facts about their own people, their own areas, their customs and traditions.

(ii) Lack of staff. Currently, in the office of the National Organizer of Children's Libraries, there are only two professionally qualified librarians whose responsibility it is to design all the questions and quizzes for a nation-wide competition. And soon after the exercises, they are faced with marking the scripts and liaising constantly with officials of the Ministry of Education. The work-load for these two members of staff is obviously heavy, the result being that they are unable to try out new methods and devise fresh strategies. Over the years, therefore, much repetition of some exercises has become necessary to save time. To ensure the success of the repetitions, especially in centres where there are no basic reference materials, the quizzes and questions for one area in a particular year, are transferred to children in another area in the next year. In this way, one set of questions can survive for about sixteen years before the need for
revision becomes compulsory. Presently, children who seem to benefit from this repetitive exercises - depending upon the way one looks at it - are those who transfer from one school to another to be confronted by the same exercises which they had attempted in the previous year.

(iii) Consequent upon this lack of staff which, while denying the staff enough time to evaluate their programmes, also restrains them from giving follow-up exercises. Pupils are thus limited to only one exercise each year to improve their user education skills.

(iv) Some school authorities do not show enthusiasm in the run-up to the functions - in the quizzes and essay competitions - because there are no compulsory directives from the Ministry of Education to the schools. ('Some school authorities are only interested in the public relations aspect of the programmes ... the function for the presentation of prizes enables them to enjoy time-off from the school')... (response to questionnaire). Thus, it is only where members of a staff of a particular school show interest, that the pupils are also encouraged to do so.

(c) Displays and Exhibitions.

Book displays and exhibitions to children and the public usually play a major role in the work of the children's librarians. The children's library has witnessed several book exhibitions and displays, but for the purposes of this research one such exhibition was of significant importance. It was an 'International Exhibition of Children's Books', organized by the Library Board in 1963. There
were several children's books from United Kingdom, U.S.A.,
Canada, Nigeria and Soviet Union. The United Kingdom
publishers were represented by some of their local representatives,
such as, Evans, Hieneman, Longman and Macmillan.
Of particular interest was a simultaneous questionnaire competition
which was organized among pupils of the elementary schools.
Typical questions included the following:
(i) Who is the Author of the Book?
(ii) Who is the Publisher of the Book?
(iii) What Date was the Book Published?
(iv) Are there any Illustrations?
(v) Describe two of the Illustrations.
(vi) What is the Subject of the Book?
The objective of the competition was two-fold; first to find out
the total number of books which each pupil examined, and secondly
to find out if pupils understood elementary bibliographic details.
The results, according to the National Organizer of Children's
Libraries, were very encouraging as most children's answers were
perfect; winners had to be decided on the number of books examined
and the aptness of description of illustrations. From the viewpoint
of bibliographic details, therefore, the competition had an element
of user education and one would have expected that such programmes
would have become a regular feature of children's library activities.
Since 1963, however, no such exhibition with a potential for user
education facilities has been mounted again for the benefit of the
Ghanaian children.
(d) **Teacher-Librarian Relationship.**

Among the activities in the children's library is the encouragement of librarians and teachers to develop both personal and working relationships as a means of maximizing the effect of libraries on children. Current practices include:

(i) The Library-Board encourages the teacher to use the public library for his own personal and professional needs as a way of discovering how the library functions and to use the range of materials which are necessary for the use of both teachers and pupils. The children's library in Accra, has drawn up a programme, in consultation with the Ministry of Education, for all the elementary schools which enables either headteachers or their representatives to visit the library at specific times. During term-time, twice a week on Tuesdays and Thursdays from 3.30 - 4.30 p.m. two teachers from each of five schools go to the library for a conducted tour of the library, but much of the time being spent in the children's library. The librarian uses the time to talk, explain and answer questions from the teachers about the whole range of public library services and also welcomes suggestions from the teachers so that all participants could discuss them freely. In this way, most teachers and the librarians get to know each other informally in the hope that such a relationship could be used to influence the pupils to make regular visits to the library.

(ii) Each Monday, of term time, from 10.00 - 11.00 a.m. a librarian also visits a selected school to talk with teachers as well as generally finding out how the teacher does his work and the
sort of materials which he uses. Grace Ofori-Atta's view is that:

"A teacher could within limits instruct a class without recourse to any books except specified school textbooks sufficiently well to ensure the passing of examinations. This indeed may be the easiest way. But each teacher would have failed in his duty, which is not only to secure examination successes but also to send into the world young people who are armed with the technique and desire to find things out from books for themselves, and also to enjoy them. Any teacher with the proper appreciation of the true function of education which is to give the pupil the ability to live fully, will know that from the earliest stages it is essential to underline the relationship of books and the educational process." (6)

Essentially, this teacher-librarian relationship was designed to be personal and informal, e.g. when librarians visit schools, as much as possible, they do not have to play the role of inspectors. Recently, however, it is on record that more formal relationships have developed with the formation of a 'Joint School Library Committee', 1973, comprising members from School Teachers, Officials of the Ministry of Education and Librarians. In August 1977, a conference of Teachers in the Accra Zone, was addressed by the National Organizer of Children's Libraries on 'The Role of Childrens Libraries in Education'.

It must be emphasised however that these well-articulated schemes for teacher-librarian relationship are being effectively pursued only in Accra, where the national children's organizer is based. In other parts of the country, there is no evidence of these activities.

Without doubt, librarians and teachers have an important part to play in the development of the life long learning process.
Cropley (7) chartered the psychological nature of the lifelong learner for Unesco: Lifelong Learners, as:

(i) familiar with the structures of knowledge, and not merely with facts.
(ii) skilled at adapting the tools of learning and the structures of disciplines to new tasks.
(iii) possessed of different learning strategies.
(iv) well-equipped with basic learning skills (e.g. reading, observing, listening and able to understand non-verbal communication).
(v) well-equipped with basic intellectual skills (e.g. reasoning, critical thinking and interpreting data).
(vi) skilled at using many learning devices (e.g. print, mass-media).
(vii) skilled at identifying their own learning needs.

Library user education should and could encompass all these skills with the librarians at the heart of the matter acting as catalysts in the process.

The various public library activities which have been described so far, undoubtedly are designed to promote the image of the public library and also demonstrate the degree of its involvement in education. With such elaborate activities, one would have formed the impression that there is sufficient justification for the planning and introduction of systematic user education programmes. However from the reactions of the officials of the Ghana Library Board - largely through answers to the questionnaire for this research - a number of problems seem to restrain their desire to take the plunge!
Some of these may include the following:

(i) Adherence to the old concept that public libraries exist only to give out materials to the users — i.e. promotion of informal educational facilities in the strictest sense.

(ii) Assumption that users know exactly what materials they require and as a result library staff are usually discouraged from interfering unnecessarily with their movements.

(iii) The service relies heavily on the patronage of the literate elite, the greatest number of whom are students, pursuing studies to satisfy examination requirements. (In answer to a question whether user education programmes are offered to the student readers, the answer was thus: 'Since all the students know what exactly they need, it is not necessary to give them education... Where anybody approaches the reference librarian for help, it is promptly given!')

(iv) The following library facilities are totally lacking:

(a) Seminar room
(b) Gramophone Records
(c) Multimedia resources — even the most elementary, such as tapes, film strips, tape-slide.

(v) Few professionally qualified librarians serving in the system. Services now cover the entire country through the provision of:

(a) Permanent library buildings (regional, branch and national headquarters).
(b) Library Centres (part-time branch libraries supported by local authorities through the provision of accommodation and library attendants).

(c) Mobile libraries from the regional library headquarters to reach users in the outstations.

Against this background however, the staff position is unsatisfactory as observed by the Director of the Library Board, thus:

"The Library Board's programme for staff recruitment and training would have to be intensified so that the present number of 35 Chartered Librarians will be increased to 500, by the year 2000 AD"(8)

(vi) There is no provision for adult literacy programmes; all attention is concentrated on the literate members of the society only.

Largely, as a result of the activities of the children's library, viz., interaction with school authorities and educationists, the Board established the School and College Library Department in 1972, to serve the interests of Secondary School and College of Education libraries.

(v) SCHOOL AND COLLEGE LIBRARY DEPARTMENT.

The general objectives of the Department are as follows:

(a) To arrange regular periodic visits to Secondary Schools and Colleges of Education to advise and offer professional guidance and assistance in the reorganisation of their libraries.

(b) To order and supply library books and periodicals to all schools and colleges which pay their respective library grants to the Ghana Library Board.
(c) To catalogue, classify and process all books ordered through the department before they are despatched to the institutions.

(d) Produce booklists, reading lists, manuals and other publications suitable for school libraries.

(e) Conduct seminars, workshops and training courses for Teacher-Librarians, library clerks, or library assistants who are in-charge of libraries in the schools and colleges.

(f) Build a standard book collection which teachers and educationists may examine and make selections for use in the institutions.

(g) Act as a central clearing house for all overseas library book donations to schools and colleges.

The only evidence of user education facilities being offered by this department, is indirect, and may be inferred from a number of activities, which for the purposes of this research need to be described briefly.

TRAINING COURSES FOR SCHOOL LIBRARY PERSONNEL.

Available facts so far are concentrated upon efforts to train personnel because in the words of the Assistant Director of the Department:

"Lack of trained personnel has been a major factor hindering the steady development of our school libraries. Under the present circumstances it is apparent that the majority of our schools cannot afford to employ fully trained or qualified personnel to man their libraries. Consequently, considerable emphasis has been laid on the training of teacher-librarians and library assistants to take charge of the libraries."(9)

* Teacher-librarians in this context refers to members of the tutorial staff who are responsible for running the libraries of their institutions. They are neither professionally qualified librarians nor dually qualified tutor-librarians.
To achieve this objective, the department usually conducts courses, especially during the long vacation for school library personnel. Once again the cooperation of school authorities and the Ministry of Education is of paramount importance to ensure the provision of basic facilities such as accommodation, boarding and transportation. Other foreign agencies, especially the British Council and the United States Information Service (USIS), have supported some of the courses. Courses so far conducted are as follows:

(i) 1973. Four, five-day courses organised for teacher-librarians and library clerks at Ho, Koforidua, Cape Coast and Takoradi.

(ii) July, 1974. Two, ten-day workshops organised for 65 teacher-librarians at the University of Science and Technology Kumasi and Bagabaga Training College, Tamale. (These two courses were supported by the British Council - Ghana).

(iii) August, 1974. One ten-day workshop for 35 teacher-librarians was organised in Accra. (The workshop was supported by USIS - Ghana).

(iv) July, 1975. One, ten-day workshop was organised for 27 teacher-librarians at the Women's Training College, Bolgatanga.

(v) August, 1976. Two, five-day workshops for library assistants and library clerks were organised in Accra and Ho.

(vi) July, 1977. One, ten-day workshop for 60 teacher-librarians drawn from all parts of the country was conducted at the University of Ghana, Accra. The University's Department of Library and Archival Studies, participated by providing materials and staff.
July, 1978. One five-day workshop at Cape Coast was conducted for 35 tutor-librarians and library clerks drawn from schools and colleges in the Central and Western Regions.

A critical examination of the contents of the courses offered at these workshops, etc., reveals that much emphasis is placed only on the technical details of administering a school library, in particular:

- Simple Classification
- Simple Cataloguing
- Shelf arrangement
- Issuing of Books (Record Keeping and Accessioning).
- Control of Overdues
- Book Processing
- Simple Repair of Materials (Preservation of Materials)

From the point of view of the background of the participants - library clerks, library assistants and teacher librarians, all of whom usually serve in temporary capacities, it is hardly surprising that such an elementary syllabus is designed for the courses. Another fact is that the syllabus, since 1973, has been repeated each year because ironically some participants at such courses, resign their positions soon after the courses are over to pursue other careers. The Assistant Director of the School and College Library Department, was at pains to state that he had never seen any participant make more than one appearance at any of the courses.

Consequently, each year, an altogether new audience is assembled for a repetition of the courses, a state of affairs which does not benefit either the school authorities or the Department of School and College Libraries. Hence under such conditions, the
courses cannot be evaluated so that new methods and techniques would be tried in order that more advanced aspects of library studies may be introduced progressively.

The Assistant Director was as such requested to explain his statement that:

"These courses have proved increasingly popular over the years and arrangements are being made to mount more of such courses at regular intervals to cope with the increased demand." (10)

to which he offered the explanation that, usually at every particular gathering participants express a sense of satisfaction and happiness at the nature of the courses. Unfortunately, however, moods are different from actions; but on the specific subject of user education, his comment was:

"Past experience in Ghana has shown that no significant progress could be made in improving the standard of school libraries without a systematic and comprehensive training programme for users of school libraries. The Ministry of Education has a major role to play in this training programme since it will have to provide the funds and other necessary facilities. In this connection it is suggested that the Ministry of Education set up a Committee to compile a detailed syllabi for library instruction for students at the various pre-university educational levels". (11)

Setting up this Committee pre-supposes a number of factors:

(a) provision of good libraries in the schools (suitable accommodation, availability of necessary school library materials and in adequate numbers)

(b) availability of school or college librarians; professionally qualified, dually-qualified or members of tutorial staff with genuine interest in the development of school libraries. They should be supported by able assistants, and more important,

(c) cooperation of school authorities and educationists of the Ministry of Education.
Gyebi's view on this issue is that:

"There is also an urgent need for the Ministry of Education to set up courses for training and certification of teacher-librarians and other school library personnel including library assistants and audio-visual technicians and other specialists. The aim should be to provide as soon as possible enough trained library personnel to work in these institutions. Such training programme should recognise the fact that a teacher-librarian is a specialist in two fields and thus recruitment should be conducted through either professions. It will also be necessary for such training programme to be suitably coordinated with other courses being organised by the Department of Library and Archival Studies, University of Ghana, to ensure the continuing education of various types of school library personnel." (12)

Clearly, then one gets the impression that the present role of the School and College Library Department is advisory, and more important, temporary; a situation which poses more questions than it hopes to answer. Of significance, Gyebi, argues that:

"To ensure that our recommendations to various institutions will be implemented and followed up, the Department works in close collaboration with the Inspectorate Division of the Ministry of Education. Reports on our visits to school libraries are furnished to the Inspectorate Division whilst they in turn furnish us with copies of their reports to provide us with the necessary feed-back and keep us informed of library problems and developments in the various institutions." (13)

From all practical indications, the result which this 'collaboration' would achieve would only be partial because of the relatively weak administrative position which the department suffers from. This has prompted Gyebi, to concede that:

"To ensure the effective integration of the school library service into the national library network, it is very essential that appropriate legislation be enacted to give the School and College Library Department, the necessary legal and financial backing to enable it achieve its objectives." (14)

There is an obvious need for the establishment of an unambiguous department which would initiate fundamental issues of policy for an
efficient and effective nation-wide school library service.
It would thus have autonomy for planning, budgetting, staffing
and general administration. Being on equal terms with other
departments of the Ministry of Education, it should among other
things ensure the following:
(a) develop close relationship with the Ghana Library
Association; especially the School Library Association,
to seek better ways and means of improving standards in
school libraries.
(b) develop close relationships with the Department of Library
and Archival Studies, University of Ghana.
(c) develop good relations with the Association of School
Masters and Principals.
(d) develop good relations with the Ghana National Association
of Teachers.

Presently, there is no evidence of any published work of
relevance on the subject of user education in the Ghanaian schools
and colleges. Further, no efforts have been made by any body to
conduct research, into the subject with the possibility of
producing some guidelines and course structures for user education.

Perhaps Ghana would have to take inspiration from some
observations contained in the Bullock Report.

"Dealing efficiently with information must now be recognized
as one of the major problems in modern society; a pupil
must be able to identify his own information needs; know his
sources... judge the value; select the limited amount which
will serve him best; pupils should be led to confidence in
the use of bibliographic tools and in tapping sources of
information in the community at large." (13)

Another section of the Report recommends that:
"Every subject teacher in the secondary school must assume responsibility for developing all those kinds of skills that are needed by his pupils to read intelligently the material he presents to them". (16)

It must be admitted that the Bullock Report was prepared for conditions in England and Wales, but the fact that there is now world-wide (IFLA Section of User Education in Schools was formed in 1977), acceptance of the philosophy of user education in schools, serves as a good opportunity for Ghanaian authorities to seriously consider its introduction, but tailored of course to meet local needs.

THE NEED FOR USER EDUCATION IN SCHOOLS.

Learning how to use books and libraries needs to start early; in the school. This ties in very closely with the whole question of educational objectives and methods. Saunders, is of the opinion that:

"If education is thought to consist solely of chalk and talk and the study of a limited range of textbooks, then the library is not likely to be very important to the work of the school. If however the emphasis is on learning rather than instruction, if the primary objective is to educate children to think, to find out for themselves, then a strong school library with carefully selected materials must be an integral part of the whole educational operation." (17)

It must be emphasised that even very small children can learn how to find their way round simple reference books and as they progress through the educational system they should be developing and adding to their library skills all the time, so that using books to find out for themselves becomes second nature, and when they reach the university or begin work in the world outside, they will have a full and lively appreciation of the fact that libraries are rich storehouses of information to which they can turn with confidence. This, they will be able to do if their schools have provided them with the appropriate key.
Provision of library user education should therefore be regarded as an important part of the educational process, providing the students and teachers the opportunity and encouragement to use the library as a teaching resource.

EDUCATING SCHOOL LIBRARIANS.

Providing library user education should be viewed by school and college librarians in Ghana as an important part of their teaching role. But they would need training in educational theory and teaching methods to help them understand the process of education as a whole of which they are a part.

The Department of Library and Archival Studies, University of Ghana, should be encouraged to design appropriate courses and the Ministry of Education should also be encouraged to grant study leave facilities to graduate teachers who would wish to train for school librarianship. Such training must of necessity include courses in the methodology of user education. The school librarian's teaching role, therefore, would be of great significance because it forges the link between learning and libraries to create a symbiosis of the two processes. After all, if it should be accepted that information is an essential part of a nation's resources and access to it is one of the basic human rights, then it must follow that training for information use is an essential preliminary to basic education. Ann Irving's view is that:

"The school librarian is an early, if not the first link in the chain of library networks and a key to all local, national and international information resources." (18)

Teaching pupils how to learn, involves far more than showing them how to retrieve items in a library. It involves their reading development
(e.g. specific strategies); their learning development (e.g. motivation, memory, creativity); and skills development (e.g. use and practice of related information skills). In view of the present state of school and college libraries, it is necessary that cooperation be forged between these libraries and the local public libraries to exploit the resources available in the various local areas. Thus, the public libraries would also be encouraged to devise user education programmes of their own to complement the user education activities of the Schools and colleges.

ADULT LITERACY.

One of the areas where the public libraries need to turn their attention in order that their user education programmes would be comprehensively tackled, is in adult literacy campaigns.

In Ghana, like in all developing countries, great efforts are being made and substantial resources being committed in building up primary and secondary education to create a literate and numerate population. It would however be a tragic waste of these resources if having created and developed reading skills during the school years, these skills are allowed to wither and probably eventually to be completely lost, because after having left school there is no access or inadequate access to books, journals and other sources of information and mental stimulation which are provided by a good library service. Saunders, expresses the view that:

"In any developing country a literacy campaign is incomplete, and will falter, without the back up of an effective public library service to develop and carry on from where the school leaves off."(19)

However, one has to recognise the special problems which are encountered in Ghana, where there are several vernacular languages and little vernacular literature, and where English is learned as a second
language. But it must be accepted that as things are today a far higher proportion of the world's literature and knowledge is available in English than in any other language; probably at least 50% (20) of the world's output. This means that English language is the principal key to the world's treasure-house of accumulated knowledge. The public library, by making available large quantities of materials in English language would be making a powerful contribution to the acquisition and development of skills in this very important language; quite apart from the subject matter of the books and journals in question.

Public library services in Ghana, would necessarily require a re-examination of their objectives, in order that they would provide the greater majority of the population with relevant materials and, above all, initiate help in providing reading skills - user education. To do this, would require the establishment of 'model rural libraries.'

THE MODEL RURAL LIBRARY.

The concept of a rural library would imply a library established in a rural community which would provide materials that can be used by a largely illiterate and semiliterate population in terms of their need for information and methods of improving techniques in their various occupation and trades, such as farming, fishing, handicrafts, health, animal husbandry. Information is also required for their cultural and social well-being.

Such a library would comprise a collection of conventional and non-conventional materials. Printed literature would form the core collection but should be selected in terms of the level of literacy and education of the inhabitants, and as far as possible, be composed of simple texts reflecting the practical nature of living in the locality. Examples
of the vernacular literature of the country should be stored in the rural library. These often contain material on customs, folklore, traditional history, etc. In addition, there would be members in the community who would have reached the intermediate technology stage of development and would thus require more advanced literature. They would need information to improve their farms, wood technology, metal industries, etc. Other forms of printed material should include photographs and prints of festivals, national events and world affairs.

Non-print materials should include tape recordings, gramophone records, a wide range of wax and magnetic records on a variety of subjects including especially local events, oral history and traditions. The library should initiate recording ventures by either commissioning or undertaking its own recordings. Similarly, slides on a variety of subjects should be provided either through purchase or inter-lending facilities.

The establishment of such rural libraries would contribute immensely towards the maintenance of the cultural identity of the various peoples, both locally and nationally. Saunders, particularly, cautions that:

"It is all too easy in the rush for economic progress, in the scramble for educational qualifications in universities and elsewhere, to lose touch with, to let go, the culture of the past... In many countries in Africa printed records do not go back very far. Yet there are already gaps, some of which can never be filled. The libraries have the opportunity to see that not much is lost. Given the essential resources of money and skilled librarians, they will take these opportunities."(21)

Fortunately, authorities of the Ghana Library Board, have expressed eagerness to develop their rural libraries. In the financial years 1976/77 and 1977/78, the board's financial estimates which were submitted to the Government for approval, requested substantial grants to develop rural libraries. For confidential reasons, especially, since the estimates were
not approved, the figures were not divulged. However given the good fortune that someday there would be an availability of finance and staff, the board should embark upon developing its rural library service on similar basis as in other developing countries, especially on the examples of Jamaica and Tanzania.

In Jamaica, adult literacy is tackled through the activities of the Jamaican Movement for the Advancement of Literacy (JAMAL) (22). Jamal's basic objectives include the following:

(i) To establish an adult education programme, primarily to eradicate illiteracy in Jamaica within the shortest possible period. (Jamal was established in 1972).

(ii) To improve the literacy skills of the adult population and to develop human resources and enable each adult citizen to participate meaningfully in the social, economic and cultural development of the country.

Jamal has an in-house production team of writers, artists, editors and printers who combine to issue publications of many kinds. Texts are written; illustrations drawn; layouts decided and then printed and published with the imprint of the Jamal press. Jamal also issues a useful series on phonics, as well as the monthly news-sheet, 'Let's Read' and its own monthly magazine called 'Light'. There is also the television and radio production unit which makes video cassettes, films, and recorded talks, for use nationally and at local level.

Posters constantly proclaim the Jamal message of further education and there are other activities like the National Literacy Quiz Championship which is conducted live on television. Jamaica also celebrates an International Literacy Day on the eighth of September every year. Harrison observes further that:
"The Jamaican venture could well become the pattern for other countries, and I don't just mean the developing countries. Every country has a literacy problem to a greater or lesser degree and each one of them could learn a lot by taking a close look at the operations of Jamal". (23)

Given such a set-up, programmes would have to be planned for the education of the rural library user.

USER EDUCATION FOR THE RURAL LIBRARY USER.

A number of techniques which would be required to achieve this objective may include the following:

(i) Literacy Classes

(ii) Induction campaigns; lectures, visits to elders and community leaders.

(iii) Demonstrations of the benefits of the library as a valuable community asset in all facets of life.

(iv) Incentives of various kinds within the typical community centre programme.

(v) Psychological training for the acceptance of innovation, i.e. the non-conventional (non print) means of information dissemination.

(vi) Competitions in literacy programmes.

Education of the library staff in such rural areas, would also need be considered as essential. It would seem that the librarian of a rural library should have certain personality traits, and should be trained in a number of specialised techniques which traditionally are considered to belong to other professions. These may include:
(i) Techniques of translation

(ii) Book production for the production of easy texts, illustrations, etc.

(iii) Film production and projection; photographic techniques.

(iv) Techniques in the repair of equipment.

(v) Techniques in teaching illiterate folk how to read.
SUMMARY.

For the adult libraries, in the absence of formal user education programmes in the optimal use of information resources, the public libraries would have to resort to talks by librarians in conjunction with displays or tours combined with lecture and/or discussion. Such contacts would offer readers the necessary confidence to approach the librarian, whenever in need, for help.

Children's librarians on the other hand, should intensify their present popular programmes and make all efforts to provide every community, no matter how small, with a children's library.

The School and College Library Department, despite its good work, needs to impress upon authorities, especially the Ministry of Education, the need for a long term policy for the development of school and college libraries.
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CHAPTER THREE

USER EDUCATION ACTIVITIES IN THE UNIVERSITY LIBRARIES OF GHANA.

AWARENESS OF USER EDUCATION PROGRAMMES.

Instructing undergraduates in the use of the library is one of the most persistent problems of academic librarianship. The literature of the profession is replete with reports of experiments in several educational institutions all over the world, each with the objective of determining a satisfactory solution in the effective and efficient use of library materials.

From Ghana, however, not much literature is available on this subject because the academic librarians have been too much pre-occupied with building the resources of their libraries and coping with other problems of administration which new university libraries usually have to face. But after three decades (the University of Ghana, Legon, the first of the three universities of the country was established in 1948) of university education in the country, one would have expected a considerable shift in attitudes. The industrialised countries, once again, have dictated the pace in user education.

In what could be regarded as an over-view of user education in British universities, Malcolm Stevenson states that:

"Belief in the value of library instruction is almost an article of faith amongst British university librarians. Though this belief has existed for some time, it is only over the past five or ten years that any considerable effort has been put into the establishment and development of user education programmes."(1)
Perhaps this explains the total lack of literature on user education from the Ghanaian academic institutions. (Ghanaian university education was established by British authorities and it is hard to avoid the fact that British university traditions would not have influenced the Ghanaian character). However, in Britain, there is now a significant change in the universities towards user education programmes as Peter Fox observes that:

"All of them (Universities) have some form or orientation and many offer more advanced courses, particularly for postgraduates, but few could match a former CAT like, say, Loughborough, which ... has instructional programmes to cover all the courses at the university". (2)

On the same subject, as observed from the other side of the Atlantic (U.S.A.) by Michael Brittain, is:

"There is a great deal of activity in the USA generating much printed material". (3)

Clearly, then, there is a lot of literature on user education programmes especially from the English speaking world, which would have been of invaluable use to the Ghanaian academic librarians in their attempt to initiate their own programmes.

USER EDUCATION: THE IDEAL CONCEPT.

To be enabled to develop an effective programme, the objectives of the type of user education required must be clearly identified. It is in fact in the formulation of objectives of such programmes that both library and academic staff should develop close cooperation to ensure their success. The objectives should be seen as the desirable changes that would be expected to be acquired after completion of a programme. Such objectives would facilitate the choice of courses, media and the methods of teaching the programme. Ian Malley, (4) has categorised the objectives of user
education into four broad areas which include:

(i) The overall goals - which describe the objectives of an entire population, e.g. institution, freshmen class, etc.

(ii) General objectives - entire course or major part of a course;

(iii) Terminal objectives - behaviour subsumed in the general objectives;

(iv) Enabling objectives - knowledge or skill that must be mastered if the student is to attain the terminal objectives.

Usually most of the user education offered in most institutions is disjointed, because it concentrates completely on particular periods of time. Malcolm Stevenson, (5) describes this sort of programme as 'traditional', and offers the suggestion that a user education programme should be made a continuing one with each stage building on the last one, as illustrated in the diagram below:

A POSSIBLE IDEALIZED USER EDUCATION PROGRAMME
In this model orientation forms the major component of the user education programme for the first year or so. Subsequently bibliographic instruction becomes more important.

By 'Orientation', Stevenson, suggests 'ways of introducing the user to general techniques of library usage and services available.

By 'Instruction', he says, 'introducing the user to the information resources available and techniques of making use of them.'

When mounting user education programmes it is usually suggested that the most appropriate moment for involving university students is when they are writing up projects. Peter Fox, supports this view, thus:

"If the students' undergraduate courses include project work, long essays and the like, then there is a much stronger case for library instruction." (6)

However, more significantly, it is necessary to spread out the instruction for the whole period of their course, as Stevenson suggests in the above diagram. In pursuing this methodology, it would be possible to carry out practical exercises on the principle that learning by doing is likely to be more effective than just to be told what to do. Stevenson, again amplifies this point thus:

"Library and information use is being recognised as a practical skill that is acquired through practice not by being taught. Greater motivation of the students is achieved if the practical work is assessed, and consequently librarians are becoming more and more involved with their academic colleagues in the setting and marking of such work." (7)

It is interesting then, using this idealised concept of user education programmes as a basis, to examine the types of programmes which are offered in the Ghanaian universities.
USER EDUCATION PROGRAMMES: (UNIVERSITY OF GHANA).

Orientation.

It has been the practice, since 1965/66 academic year, for freshmen to report at the university one week before their seniors. This week is referred to (by university authorities) as Orientation Week, during which the new comers are taken through various aspects of campus life.

During this time, the library organises a brief induction talk for the freshmen, in groups. Usually, they are conducted in Hall of Residence order, each hall choosing a suitable date and time (in consultation with the library authorities) for its inmates.

During the orientation, the Reader Services Librarian, who usually conducts the tours, gives a brief outline of the library facilities in general, on the campus, e.g. departmental and hall libraries, but most of the talk is concentrated on the main university library. Aspects which usually feature prominently are:

i. The history of the library since 1948

ii. Holdings: number of volumes, periodicals and specialised collections, e.g. United Nations Documents Library, Atoms For Peace Collection, Africana and Arabic collections.

iii. Micro Reading and Photo copying facilities.

iv. Inter-library loan facilities, and

v. General Regulations governing the use of the library.

At this stage, students are shown how to use the library catalogues and other essential library tools. They are also taken round all the service sections of the library; the layout being explained at each section, and of course, opportunity is offered the participants to ask questions, as the tour progresses. For every group, the tour lasts about
one hour, after which they are left to themselves for another half hour to observe any facilities, independently. They are further encouraged to raise any queries with the Reader Services Librarian, at any time that they wish to use the library.

**LIBRARY INSTRUCTION PROGRAMME: 1968/69.**

For three years, from 1965-1968, this orientation programme was the most widely used method of encouraging use of the library among students. But the library authorities soon discovered that its effect produced only minimal results as students were faced with increasing problems, some of which included:

i. Inability to find out specific information.

ii. Reluctance to consult library personnel for help when in difficulty; they did not wish to appear ignorant about use of library facilities; and the most important,

iii. Inability to consult the most important literature from their long reading lists.

On this last problem, it is significant to note Thelma Bristow's experience at the University of London Institute of Education Library, thus:

"I pointed out to them (students) that they had an enormous book list; they could not possibly read all the books on it and they must learn to choose the ones that were going to be relevant for them individually, and to reject the others after suitable consideration - that one has to learn how to skim and how to get the heart out of a book without reading all of it sometimes." (8)

It is only realistic to accept that this observation applies very much to the Ghanaian situation, where most of the university students come from areas where libraries are practically non-existent; their only contact with a library being whatever aggregation of books which they may have seen in the secondary school.
In order to help overcome the problems already listed and other related ones, the university library authorities planned a library instruction programme, as explained by Kofi Kafe, Reader Services Librarian:

"From the 1968/69 session, the Library Board decided that in addition to the brief Library Orientation organised during the Orientation Week, arrangements should be made for more detailed orientation later in the Michaelmas or at the beginning of the Lent Term. Freshmen should be invited to attend orientation seminars in the library, preferably on Saturdays. Attendance would be recorded and reported to Hall authorities for record purposes." (9)

The first seminars were held in February 1969. The Librarian personally took over the organisation of the seminars. Cyclostyled sheets were distributed to participants and the librarian went through them with students. The objective of the seminars, according to Kafe, was:

"to familiarize readers with the use of the catalogues, organization and location, library regulations and service facilities that are available. After the discussions, the students, were all given a simple test - objective questions - to ascertain how much they had gathered." (10)

Typical characteristics of the programme are reproduced here for perusal.

COURSE CONTENT: EXAMPLES

1. ORIENTATION EXERCISES.

The Catalogue.

(a) Author Catalogue  
e.g. MORGAN, Edward Victor.

(b) Author Reference Card  
e.g. HISTORICAL ASSOCIATION MORGAN, Edward Victor.

(c) Series Reference Card.  
FOR STUDENTS OF HISTORY NO.53 MORGAN, Edward Victor.

(d) Periodical Card  
AFRICA: Journal of the International.
2. **REFRESHER TESTS.**

**Instructions.**

The questions listed in Section B below can be answered by one or more of the suggestions listed in Section A. Indicate the number or numbers of the appropriate answers in Section A against the appropriate questions in Section B in an order of priorities where applicable.

**Example:**

The book I urgently need for reference is on loan to the University College of Cape Coast. How can I get this book?

**Section A. (Suggested Answers)**

(a) Consult the Author Catalogue in the Catalogue Hall.

(b) Report to the Reference Librarian or to the Librarian's Office.

**Section B. (Questions)**

(a) I have consulted the catalogue and found a book the location of which I cannot trace. What do I do?

(b) I am anxious to locate material on African politics. What should I do?

**Section C.**

(i) Arrange numerically within the brackets provided the alphabetical filing sequence of the following Author Catalogue entries.
(a) GHANA: A Guide to Posts in the Senior Service ( )
(b) GHANA CHAMBER OF MINES: Gold from the Gold Coast ( )
(c) GHANA LIBRARY BOARD: Annual Report ( )
(d) GHANA BROADCASTING CORPORATION: Thirty Eventful Years ( )

(ii) Arrange numerically within the brackets provided the 'Class' filing sequence of the following Class marks in a Subject Catalogue.
(a) BF 721.C21 ( )
(b) B 945.D4D51 ( )
(c) BF 21.F63 ( )
(d) BF 701.G72 ( )

(iii) Indicate which of the following statements is true or false by striking off the inapplicable word.
(a) Only students and lecturers are entitled to use the Balme Library (True/False)
(b) Undergraduate students may borrow any numbers of books (True/False)

Even though the programme was designed to serve a useful purpose - perhaps encourage information retrieval and search techniques - these typical characteristics which it contained, seemed to put its potential in doubt; it did not have any significant differences from an orientation exercise. Given the conditions at the time, however, viz conservative attitudes of university authorities, one must admit that it represented a most courageous and bold venture, though, in the enthusiasm of the library authorities to initiate user education programmes, they might have overlooked several factors which are most crucial for the success of library instruction. Thus, it was small wonder that the scheme floundered after one (1968/69) year's experiment.
FLAWS OF THE PROGRAMME

Some of the flaws which contributed to the demise of the programme may be identified as follows:

(i) Need for Specialist Personnel
(ii) Need for Integration of User Education with Curriculum
(iii) Need for Gradation of Courses
(iv) Need for Assessment and Evaluation of Programme.
(v) Need for Information Retrieval Techniques
(vi) Need for Media Resource Facilities
(vii) Need for Seminar Rooms
(viii) Need for Revision of Library Regulations.

(i) Need for Specialist Personnel.

For the one year which the programme was conducted, the university librarian was personally responsible for conducting the exercises. Since he was responsible for policy decisions for the university library, it was unlikely that he could have continued to offer full-time services if the programme had endured a longer period.

In most universities where user education programmes are conducted seriously, it is not uncommon to appoint an information/liaison officer on full-time basis to be responsible for the planning and conducting of the programmes.

In the Report From a Workshop Held at the University of Bath (1973) the following categories of officers were suggested, each of which would provide a reasonable prospect for adoption in the Ghanaian universities. The three broad groups of possible instructors include:
(a) subject teachers; research supervisor.
(b) library staff, including broadly based information officers;
(c) information/liaison officers in a particular subject field
or attached to a particular service.

From this broad group the various roles of the officers can only
be assessed in terms of what is being taught, e.g.
(a) general awareness of the value of information
(b) organisation of information systems (including libraries)
(c) sources of information
(d) use and presentation of information.

A typical example where a combination of these factors has
produced a full-time library instruction officer is at Loughborough
University, which has deservedly attracted comment from Stevenson
thus:

"Library courses in Loughborough University began about
ten years ago and have steadily built up over the years
to the complete coverage of today. The first full-time
appointment (even though the officer is not paid from
University funds) in library instruction was made in 1969.
Here as in many of the technological universities and some
newer universities, the functional roles of teaching and
provision of information services are combined. This has
proved useful as a number of literature search queries have
been picked up during discussions with personal contacts.
The provision of acceptable answers to these queries has
gone a long way to creating an atmosphere of confidence in
which the academic staff find it acceptable to encourage
their students to attend courses organized by the library...
One member of the library staff who does not teach any of
the courses is responsible for the organization of the
courses." (12)

Admittedly, such full-time appointments at the University of
Ghana would create some economic problems on the already limited
resources available to the library. However, granting that the
university authorities have accepted the concept of user education
programmes it would only be essential that due consideration be
given to the basic factors which are essential for the success of
user education programmes. The Report of the Bath University Workshop (1973), for example, suggests that:

"The contribution of the library and the educational services to the production, access and display of this new form of tutorial work warrants a particular budgetary allocation as a learning resource." (13)

One of the ways the University of Ghana could make economies in the appointment of specialist/liaison officer might involve delegating responsibility for user education programmes to the Reader Services Librarian who would only need to appoint one member of staff to support him in the planning of their programmes.

In this way, the Reader Services Librarian, would establish contacts with the academic lecturers and form a team of interested staff from the various departments who would help him plan the programmes in the best way possible for their departments. In a well articulated plan such as this, the question of the ability of librarians to handle tutorial functions could be overcome through regular discussions with tutorial staff, which might raise the confidence of the librarian and his colleagues. Perhaps also, policy decisions on the training of the librarian might need to be considered, thus bearing out the observation of Brittain and Irving:

"Some (authorities) suggest in-service courses for librarians wishing to learn teaching techniques, and if one accepts that communication is a skill, then it follows that there is much to be gained from training." (14)

To ensure the success of user education programmes, therefore, the University of Ghana would require the establishment of a specialised unit which would be manned by specialist personnel.

(ii) Need for Integration of User Education with Curriculum.

Joint planning of curricula by library and subject lecturers enables the student getting the information and learning the
techniques at the point of use, thus having a genuine reason to practise what is learned.

In most universities in Britain and the USA, where user education programmes are vigorously pursued, this view has been accepted and is being practised with remarkable results. In Britain, for example. The Review Committee on Education for Information Use - BLRD Report, states that:

"This implies formulation of overall course objectives to include information handling and library use and close cooperation between library and subject staff. A pre-requisite of this kind of cooperation is that academic staff should be interested in, and concerned with, information handling and this may best be brought about by the provision of good information and back-up services by the library, i.e. the library staff should provide an active service to users." (15)

The success of any integrated user education programme, depends essentially on the cooperation of the university authorities, academic staff, the library staff and the students.

In the experiment at the University of Ghana, it was impossible to contemplate integrated user education programmes, because apparently the full cooperation of the four sections of the university had not been achieved.

Firstly, the academic staff were unwilling to spare much needed time which was required for academic subjects; hence the programme could only be conducted on Saturdays. Secondly, despite the understanding that attendances were to be recorded, the students usually devised all manner of reasons to avoid Saturday lectures - especially for a non-academic subject. Hall officials, it was claimed, reluctantly gave in to most of the excuses such as travelling home to attend funerals. (Ghanaians attach a great deal of importance to funerals!!) Thus attendances were usually less than half the totals.
One must admit however that a disadvantage of integrated instruction is the amount of time, in the initial stages, that library and subject lecturers need to devote to planning and testing. At its best, however, integrated instruction should reduce formal lecture/student contact; enable students to learn more relevantly and effectively and give them a more self reliant attitude in later life and work. It also assists self instruction and problem oriented learning methods.

In his book, University Libraries for Developing Countries, Morris Gelfand, stresses the need for integrated learning thus:

"There should be conscious cooperation between the faculty and the library to promote effective independent use of the library by students. In such a relationship the faculty and the library staff each have individual functions ... All too many students all over the world in highly developed as well as less developed countries enter the university with a rather limited notion of the universe of books. Like his colleagues in the lecture hall, the librarian has an obligation to assist in the intellectual development of the student." (16)

Gelfand's observation is stressed in even a more explicit manner by the Report of the Review Committee on Education for Information Use, that:

"The Committee recognizes that integrated instruction is relevant to all forms of education and feels that every effort should be made to encourage all teachers to take account of this." (17)

Unfortunately, since the programme at the University of Ghana did not have a full time information/liaison officer to plan it, and since it was apparent that the type of cooperation expected from the four sections of the university to ensure its success was unavailable, the idea of integrated instruction could not be contemplated at that time.
(iii) **Need for Gradation of Courses.**

The 'short life' of the programme made it impossible for instruction to be designed to cover the entire life of the student in the university. It is to be assumed, therefore, that whatever was learned in the first year during the orientation week and the subsequent unsuccessful instruction programme, was expected to be sufficient for the student's learning purposes. Regrettably, this is contrary to contemporary opinion on user education programmes as practised in other parts of the world, e.g. from the USA, James Kennedy records his experience, thus:

"The entire programme (in Earlham College, Richmond, Indiana) is gradated into four levels of instruction, according to the students' needs. Briefly, these four levels may be identified as: pre-freshmen coming from high school with varying library knowledge, freshmen writing their first research paper, juniors beginning the majors, and seniors trying to integrate their four years." (18)

One must realise that this is a typical programme in all the universities of the USA, where user education programmes are pursued seriously. The mechanics is similar in British universities, especially in the former CAT's and the newer universities.

Michael Brittain and Ann Irving have acknowledged the necessity for adopting this American programme in British universities which they proposed in their 'model':

"Sophomore / Senior / Graduate levels to cover subject bibliographic instruction and search techniques". (19)

Generally, therefore, it might be inferred that there is a consensus on the gradation of user education programmes, a fact which has been acknowledged by Morris Gelfand, also, in his contribution for university libraries in developing countries:
"Advanced undergraduates and graduate students should receive instruction in the use of specialized bibliographic tools and in library research techniques". (20)

Gradation of user education programmes, then, provides students with the opportunity of developing skills, systematically, through literature search to research techniques. On reflection, also from the ideal user education programme, which was examined earlier, one realises the necessity and acceptability of gradation in user education programmes.

(iv) Need for Assessment and Evaluation of Programme.

There is a great deal of debate in library and education circles about assessing students in user education programmes. But generally it is thought more realistic to assess students in any university where the principle of user education programmes has been accepted by the authorities as a necessary educational ingredient. Michael Brittain and Ann Irving, for example, have discovered that:

"Some library instruction programmes (in some USA universities) are subject to examination and may therefore count towards the students' degree by forming a part or whole credit... Perhaps the idea of credit courses, a rarity in the United Kingdom, is totally wrong." (21)

The Ghanaian experiment did not make provision for assessment; perhaps the Ghanaian authorities may have been influenced by the activities in U.K. universities, but one might stress that if the experiment in the University of Ghana had been made to contribute towards the student's degree, perhaps the absences at the instruction programmes would have been far less.

On the question of evaluation, the programme did not last long enough to enable the library authorities to evaluate it and possibly initiate revisions. All told, however, there are now in the United Kingdom universities several forms of assessment and evaluation of
user education programmes, and Ghanaian universities might also be encouraged to adopt the same policy.

(v) Need for Information Retrieval Techniques.

Information retrieval techniques are necessary because the very specific information needs of individual users could be met without constant assistance of the professional or specialist staff in giving basic bibliographic instructions. This is particularly useful for final year undergraduate and post graduate students who usually have a great deal of pressure in their studies. Michael Brittain, argues this point that:

"Following a period of formal instruction, a student may be asked to undertake one of the following activities: course reading; retrieve information in order to answer a number of specified questions; summarize information and evaluate information in terms of the problem in hand; elaborate a formal presentation with further information and interpretation." (22)

Information retrieval techniques, thus provide the instructor with the task to devise the learning strategy around a given subject course and assemble the required materials.

Advanced students in the Ghanaian universities would definitely benefit from an understanding of information retrieval techniques, since the current user education programmes in the country's educational institutions do not go beyond orientation exercises. Having examined the typical characteristics of the user education programme in the University of Ghana, it is only appropriate to compare it with an Information Retrieval Project from another educational institution in Britain, to appreciate the basic differences which the two programmes contain.
INFORMATION RETRIEVAL PROJECT:

PAISLEY COLLEGE OF TECHNOLOGY, RENFREWSHIRE.

A typical example from the above college is reproduced in the appendix. The exercise aims to prepare the student more effectively in research techniques than the Ghanaian programme, which does not go far beyond literature search. The usefulness of information retrieval techniques at the university level is very important, since university students normally have many research papers to write up. Indeed, Professor Havard-Williams makes the comment that:

"For Advanced students, some introduction to subject bibliography would appear to be necessary, for many of them are deplorably ignorant of the bibliographic resources in their own subjects which the library has to offer. A further course in methods of documentation, the mechanics of thesis and article writing, would save research students and junior members of staff endless difficulties over elementary points of layout, punctuation and the general planning of a thesis or article. So many young research students learn the hard way and could have been saved so much time and trouble had they known from the beginning how to cope with the mere mechanics of writing for publication." (23)

Perhaps the omission of information retrieval techniques in the Ghanaian experiment is explained by its relatively 'short life'. Nevertheless, its usefulness is not in doubt and one only hopes that future user education programmes would include information retrieval techniques.

(vi) Need for Media Resource Facilities.

The University of Ghana Library does not have many items of media resources which could be employed in conducting user education programmes. The only items of significance which are in use in the library are microfilms. (There is a special microfilm collection library). Microfilms, however, are unsuitable for conducting user education programmes.
Some items of media resources which would be useful for this programme include motion pictures, film strips, audio cassettes, video records and tape slides. Unfortunately, the current economic problems of the country would make it unrealistic for one to advocate the acquisition of sophisticated media such as Computer Assisted Instruction (CAI), video recorders/tape, or even multiple motion pictures and projectors. In the event it would be necessary to recommend only the basic and simple media e.g. tape-slides.

Malcolm Stevenson, discusses the value of tape-slides, thus:

"The tape-slide package is the most popular audio-visual aid used to convey information and message (on induction programmes)... The tape-slide has been widely adopted because it eliminates the necessity for the library staff to repeat the same material again and again." (24)

Through his experience, Professor Havard-Williams also recommends the use of tape-slides, thus:

"A reasonable programme to cater for students at all levels would seem to be a short introduction of one or two lectures in the first year. This might be given preferably with slides showing the lay-out of the library, its relation to other buildings on the university site and also examples of catalogue entries and class or call numbers, so that a student can deal with the ordinary mechanics of library reading and borrowing." (25)

Perhaps the University of Ghana would find it necessary to acquire tape-slides for use in the library, by possibly requesting donations from either the British Overseas Development Department of the Ministry of Foreign Affairs or the British Council. Even though these institutions are presently experiencing economic problems of their own (public spending cuts), there is still the faint hope that they might manage to donate tape-slides if contacted by the university authorities.
vii) Need for Seminar Rooms.

The Balme Library (i.e. University of Ghana Library) does not have seminar rooms. Thus, apart from the orientation tours which are normally conducted in the library, it has not been possible to conduct user education programmes in the library. During the 1968/69 programme, all the sessions were conducted in the staff common room, which was not the most suitable place to conduct library instruction programmes. Centralisation of teaching resources, which is currently gaining support, ensures a comprehensive planning and execution of user education programmes.

One notes with relish Malcolm Stevenson's comment on seminar rooms in British university libraries:

"Very few libraries (less than 20) reported no seminar or lecture rooms of any kind within the library building and some of these were awaiting the completion of new buildings which would include such facilities. The size of rooms available varies enormously from six-seat tutorial rooms to 100 seat lecture rooms... Nearly all the seminar/lecture rooms contain provision for the use of audio-visual aids. Projection facilities for slides, OHP transparencies and films, together with television playback, plus the usual blackboard or whiteboard are provided in many of the rooms or are easily available." (26)

The university now (since 1968) has a design for a new library, in which is provided a large seminar room to seat 50-80 students, and a separate closed circuit television centre. Like most projects in the country, however, even though the government has approved the plan, the necessary funds for construction have not yet been made available. Until the new library is constructed, therefore, lack of seminar rooms would continue to affect whatever user education programmes which may be conducted.
(viii) Need for Revision of Library Regulations.

The user instruction programme (1968/69) contained several elements dealing more with library regulations than information retrieval and literature search. Admittedly, the library has several problems of misuse of its facilities, but the over-emphasis on library regulations is apparent in most areas of library activity. In fact, Professor Wilfred Ashworth, while on a brief visit to the university library could not lose sight of the problem, thus:

"A duplicated Library Guide is available. This contains a fearsome list of library rules, regulations and associated offences and sanctions. It could profitably be rewritten to play down this negative side of library use." (27)

Unfortunately, since this observation was made (1976), no changes have been effected in the library guide. Perhaps the librarian is of the impression that any revision in that direction might encourage further misuse of the library facilities. In a country where library materials once lost can hardly ever be replaced, one must admit that the librarian is in a real dilemma.

USER EDUCATION PROGRAMMES

UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI. (UST).

Orientation

The only user education activity, on a wide basis, which is conducted by the university library, is the orientation programme. On similar basis as at the University of Ghana, at the beginning of every academic year the freshmen report at the university a week earlier than their seniors. During this week, all general university orientation programmes are conducted for the freshmen, including the use of the library.
The library orientation is conducted for groups of students in Hall of Residence order, with each group spending about one hour in the library. Responsibility for conducting library orientation rests with the Deputy Librarian supported by the Readers' Adviser who prepares the necessary material to be demonstrated to the students. Aspects covered at this stage include:

(i) Explanation of classification scheme and shelf arrangement.
(ii) Use of the catalogue (UST library uses the Sheaf Catalogue).
(iii) Borrowing procedure.
(iv) Requests and Reservations
(v) Inter-library loans
(vi) Reference material.
   (a) general material e.g. encyclopaedias and dictionaries.
   (b) specialised materials.
(vii) Photo copying facilities (this is an expensive facility: 30p a page).

After conducted tours each student is provided with a printed copy of the Library Guide. Students are also reminded of the availability of faculty libraries which would provide them some additional material.

LIBRARY INSTRUCTION PROGRAMMES.

Specially designed programmes have not been conducted on the scale of the scheme which was tried at the University of Ghana. The understanding is that the university library has experienced a perennial problem of staff shortage, thus making it practically impossible for any specialist personnel to be assigned responsibility for user education programmes.
Limited reliance on this facility is transferred to Library Assistants who are in charge of the faculty libraries. They are normally expected to explain to the small numbers of students who use the faculty libraries, the techniques of using abstracts, indexes and subject bibliographies. Perhaps if qualified specialists were available they would have been assigned responsibility for this academically demanding exercise.

Regarding the future plans for user education programmes, the Acting Librarian (1979) explained that:

"A new library is to be built. Harry Fairhurst of York University library has advised on the new building and recommends that the old one be used as an undergraduate library. The reference room is at present on the upper floor, undergraduate multiple texts occupy the mid-level, and bound volumes and the loan collection are downstairs. The new library building will contain a seminar room and it is hoped that extensive library instruction courses would be given to all students especially post graduates. Presently, however, occasional courses are arranged for individual students who usually ask for help".


Thus, far, indications are that until the new library is constructed, user education programmes, for all students, covering the entire life of every student in the university, cannot be conducted. One might also hope that the construction of the new library would influence an increase in staff numbers, some of whom would work on user education programmes.

USER EDUCATION PROGRAMMES.

CAPE COAST UNIVERSITY

Orientation

Cape Coast University, like UST, concentrates its activities more on orientation programmes, which are also conducted for freshmen, a week
before the seniors report at the university. The university does not have a central library; instead there are two main libraries which are very far apart.

(i) The Humanities Library, which is very crowded;
(ii) The Science Library, which is divided into four sections, for textbooks; main collections, current periodicals and bound volumes.

This separation may be convenient within the library but it is not necessarily in the best interests of users.

Because there are two main libraries, the orientation is usually conducted for students in their respective libraries only. This creates something of a problem for those who later would wish to seek peripheral or topical information from the library which does not stock material in their main subject area.

LIBRARY INSTRUCTION PROGRAMME

Specially designed user education programmes are not offered but the Deputy Librarian explained that:

"Occasionally staff are available to organise special literature search techniques whenever members of the faculty request help from the library for their students." *

.(* Correspondence with S.S.Afre, Deputy Librarian (1979)).

Thus, in this way, the only type of user education programmes which are conducted are best described as 'ad hoc' rather than a deliberate policy.

SCHOOL LIBRARIANSHIP

Ironically, the library department, in conjunction with the Faculty of Education, has since 1975 organised courses in School Librarianship for post graduate students who are pursuing the Post Graduate Certificate in
Education - PGCE. The course is designed as one of the electives or options which students are encouraged to pursue. Its objective is to train teachers in school librarianship so that they would be responsible for running their school libraries upon taking up their teaching posts.

In view of the special interest which this course arouses, viz, this research project, the course outline is reproduced here.

**COURSE OUTLINE AND READINGS.**

1. **Aims:** Definition of school library. Aims of the school library.
   Requirements for achieving the aims. The new concept of a school library. School library development in Ghana.

2. **Accommodation:**
   Planning requirements in terms of accommodation, furniture and fittings.

3. **Finance.**
   Initial or capital grant. Annual or recurrent grant.

4. **Acquisition of Books.**

5. **Book Processing.**

6. **Book Preservation.**

7. **Periodicals, Newspapers etc.**
8. Staff.
Qualifications and duties of School Librarian. Teaching Staff and Pupils: their relationship with the school library.

9. Using the Library.
The School Library and the Public Library. Library Reports.

This course outline corresponds with the textbook notion of school librarianship which surely prepares the students for their future tasks of running their school libraries. However, on the section of 'Using the Library', provision is made for Library Instruction, which in detail represents library orientation. If on the other hand the students had themselves been offered courses in Library Instruction while they were at university, it would have given them a far greater insight into library instruction.

However, the course has been found to be popular amongst PGCE students as the table below illustrates.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NO. OF STUDENTS ON PGCE</th>
<th>NO. OF STUDENTS PURSUING SCHOOL LIBRARIANSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975/76</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>1976/77</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>1977/78</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td>1978/79</td>
<td>27</td>
<td>10</td>
</tr>
</tbody>
</table>

(* From Correspondence with S.A.Afre, Deputy Librarian, 1979).

Cape Coast University, like the University of Ghana and the University of Science and Technology, Kumasi, obtained government approval in 1977 for the construction of a main university library. Once again,
because of financial difficulties, actual construction work has not yet started, but when eventually completed, seminar rooms would be provided for courses in school librarianship and user education programmes.

User education programmes, particularly, need to be stressed because in the present conditions few students seem to be gaining any experience in information retrieval techniques, which is a desirable pre-requisite especially for post graduate studies.

USER EDUCATION PROGRAMMES.

GHANA INSTITUTE OF MANAGEMENT AND PUBLIC ADMINISTRATION (GIMPA).

The Institute is basically a post graduate institution which offers courses in three disciplines:

(i) Public Administration.
(ii) Advanced Management Studies.
(iii) Research and Consultancy in Administrative and Management Problems in Ghana.

As part of the requirements for the Diploma awarded candidates in the first two categories of studies, they are expected to conduct research into a problem of practical value - preferably of local significance - and to submit their findings in the form of a written report of reasonable length.

"The object of this requirement, which is compulsory, is to develop an attitude of critical analytical thinking, to instil a spirit of investigative inquiry, to offer practical training in professional report writing and to encourage participants to bring these powers and skills to bear on the solution of administrative and government problems." (28)

To aid participants achieve these objectives, it is essential that a first rate library and research facilities be made available to them. The Institute, as such, has a well-equipped and fast growing specialised library
which is clearly the best in its field in the country.

LIBRARY INSTRUCTION PROGRAMME.

Among the services which the library provides to encourage its user education activities are the following:

(i) Training materials: multiple copies of basic texts recommended for the courses.

(ii) Media Resources.

(iii) Language Laboratory: This Laboratory helps course participants learning French to develop the listening, comprehension, speaking and reading habits so essential to the mastery of foreign language.

(iv) Bibliographical services: This includes the preparation of bulletins, mainly accession lists; subject bibliographies and literature surveys, with a view to drawing attention to the existence of documents so as to evoke demand for them.

Hence, apart from the normal orientation tours which each group of participants usually goes through, the Bibliographical Services represent the user education programmes which are offered by the library. This scheme, however, does not involve a comprehensive coverage of all students, following a planned course of instruction and does not involve assessment or evaluation. The individuals are left to themselves to take advantage of whatever material is made available.

Of course this in itself is neither wrong nor new. In fact, Malcolm Stevenson supports the method, thus:

"Librarians should note the trend towards self-instruction in higher education. Many librarians are advocating more and more formal instruction at a time when their academic colleagues are providing less and less. The emphasis of librarians remains on teaching rather than guided learning. Librarians feel the need for more guidance in educational methods so that their approach to user education keeps pace with student expectations." (29)
Perhaps it is essentially for the fact that all students are post graduate that this self instructional scheme has been devised. However, the problem of advocating this experiment in Ghana is that it would exacerbate the problem of lack of knowledge of information retrieval among students. Despite the fact that students at GIMPA are post graduate, it has already been noted in earlier parts of this thesis that user education programmes in the schools and universities are still poorly organised. Consequently, the post graduates at the Ghana Institute of Management and Public Administration, would also need to be exposed to organised user education programmes, firstly to compensate for their failure to enjoy the facility during their undergraduate education and secondly to enable them acquire an effective ability for independent study.
SUMMARY.

Evidence in the study reveals that in order that user education programmes could be accepted as articles of faith in Ghanaian universities the following aspects would require close attention.

(i) **Staff.**

The university libraries would need to increase their professional staff numbers and also appoint information/liaison officers to develop user education programmes. Co-operation of library staff and academic staff on user education programmes need be stressed and developed so that academic staff would be encouraged to take active part in the programmes.

(ii) University authorities should accept the concept of user education as a matter of principle and ensure that from the point of view of facilities for education in Ghana, the programmes be integrated with the curriculum.

(iii) The user education programmes should be introduced immediately, so that by the time that better facilities (seminar rooms, media resources, etc.) become available, the programmes would have been tried and possibly revision and innovation being introduced to bring them up to acceptable standards, especially comparable with the programmes in the United Kingdom universities, Polytechnics and Colleges of Further Education.
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CHAPTER FOUR

USER EDUCATION ACTIVITIES IN GOVERNMENT DEPARTMENT AND RESEARCH LIBRARIES

USE OF THE LIBRARY

The concept of the library as a collection of books and other materials is no longer tenable. In most countries, especially in the industrialised ones, the library has acquired a new image and is now expected to actively help users in the performance of their professional and social roles by providing them with up-to-date information which is essential for the execution of their work.

This need for information, without doubt, is greatest felt by academics, researchers and policy makers. However the need for the information may only be fulfilled if the information is made available to the users.

The world is still experiencing an exponential increase in all kinds of information bearing material. Even if some of this is of little value it still has to be sifted to find the most essential data. Thus, users would require some type of skill which would enable them discover this most essential information in their chosen field. One of the ways to encourage this is by organising user education programmes in all types of library and information service.

USER EDUCATION IN SPECIAL LIBRARIES.

While there are several user education schemes in operation in educational institutions in several parts of the world (Ghana, however, still has a lack of them as has already been noted in previous chapters) there is a singular lack of them in special libraries and industrial
information services.

One must recognise the fact, however, that users of information services in working organisations are not there as learners. They are in the very different position of being paid workers to exercise already acquired knowledge and skills and many of them earn far higher salaries than the staff of the library/information service and, more importantly, some hold a superior position in the establishment hierarchy.

Even though few of them would have had training in information handling and search techniques - especially in Ghana; already acknowledged earlier - as part of their education and training, they are assumed by the organisation to know what their information needs are and how to meet them.

Presently, in Ghana, the majority of special libraries are found in two establishments whose user education activities are critically examined:

(i) Government Department Libraries, and

GOVERNMENT DEPARTMENT LIBRARIES.

Libraries in the government departments were among the first to be established in Ghana. They started long before the academic and research libraries of the CSIR, yet they are among the least developed libraries in the country.

(i) The oldest of them is the Ministry of Agriculture Library which was established in 1890. As the name suggests, the area of specialisation is agriculture, and it holds a good stock of retrospective materials. However, much of the materials held are uncatalogued and are, therefore, inaccessible. The recorded stock (1979) was estimated at 15,000 volumes and 150 periodicals.
(ii) The largest of the departmental libraries is the Economics Library of the Central Bureau of Statistics. The subject fields of specialisation are Economics and Statistics, and it holds a special collection of the United Nations Statistical publications. The total stock is 32,000 volumes and 500 periodicals.


(iv) The Attorney General's Department Library, in the Ministry of Justice is the third largest in size, and it has a book stock of 11,000. As would be expected, it is a special collection in Law and it is for the use of the staff of the Judicial Service and legal practitioners.

(v) The Information Services Department Reference Library, under the Ministry of Information, stocks materials on journalism and public relations. It also acts as a repository for Government and Committee Reports. It holds 3,700 books and 200 serials.

(vi) The National Archives of Ghana was established in 1955. It is responsible for the preservation of all public records of value to the nation. These include records from the central government, city, municipal and local councils, statutory corporations and private sources. The public records tell the story of the past and thus their usefulness still exists as a primary source for historical research in the Arts and Social Sciences. The headquarters library is situated in Accra, with four regional offices in Kumasi, Cape Coast, Tamale and Sunyani.
Among the Government Department Libraries, the following details were obtained:

<table>
<thead>
<tr>
<th>LIBRARY</th>
<th>BOOKS</th>
<th>SERIALS</th>
<th>PERSONNEL</th>
<th>MAJOR FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ministry of Agriculture</td>
<td>15,000</td>
<td>150</td>
<td>No Librarian; 1 Library Clerk</td>
<td>Agriculture</td>
</tr>
<tr>
<td>2. Attorney-General's Office</td>
<td>11,000</td>
<td>25</td>
<td>1 Librarian; 2 Library Clerks</td>
<td>Law and Legal Documents</td>
</tr>
<tr>
<td>3. Central Bureau of Statistics</td>
<td>32,000</td>
<td>500</td>
<td>No Librarian; 3 Library Clerks</td>
<td>Economics and Statistics</td>
</tr>
<tr>
<td>4. Ministry of Education</td>
<td>17,000</td>
<td>35</td>
<td>1 Librarian; 1 Library Clerk</td>
<td>Education and Social Studies</td>
</tr>
<tr>
<td>5. Ministry of Foreign Affairs</td>
<td>7,200</td>
<td>85</td>
<td>1 Librarian; 2 Library Clerks</td>
<td>Politics; Social Sciences; UN Publications</td>
</tr>
<tr>
<td>6. Ministry of Information</td>
<td>3,700</td>
<td>200</td>
<td>1 Librarian; 2 Library Clerks</td>
<td>Journalism; Public Relations</td>
</tr>
</tbody>
</table>

Considering the early establishment of government department libraries in the country, provision of materials is not very satisfactory. Multi-media resources are totally lacking, and of particular concern is the engagement of suitably qualified personnel for the libraries. It is usually not uncommon for temporary clerical staff to be posted to the library, because they are unsuitable for other departmental service areas. Where there are librarians, they do not have the responsibility for appointing their supporting staff. This invariably prejudices the quality of library personnel.

Against this background, the examination of user education activities becomes a curious subject.
USER EDUCATION ACTIVITIES IN GOVERNMENT DEPARTMENT LIBRARIES.

The only serious activity in this area has been limited to the occasional provision of subject lists by some of the libraries, e.g. the Ministry of Agriculture Library was responsible for the publication of the Bibliography of Ghana Agriculture 1890-1962, and also issues occasional subject lists on topics of major interest.

The Central Bureau of Statistics issues a regular list - every two months - of acquisitions which is displayed in the library, while the Ministry of Education has three bibliographies on Education in Ghana, which offer a current awareness facility.

Generally, however, the mere contemplation of a user education activity is hampered by several problems, such as:

(i) Limited materials: few books and other materials. This gives the users the impression that they can always find their way about, consult available materials, and further, make exhaustive use of the limited materials.

In fairness to the users, they may be right, i.e. if only the numbers of materials should be used as a criterion for introducing user education programmes. Considering the background of most of the users (at no time of their education and training were they exposed to systematic library user programmes) one practical way of convincing them of the need for user education might involve an extensive collection of a range of materials.

(ii) All users appear to know their subject interests and would not wish to ask for guidance; perhaps they are over confident about their knowledge of the use of the library, which bears out Elizabeth Orna's observation that:

"Those who are conscious of not knowing how best to find and use the information they need for their work may well feel anxiety about exposing their deficiency either
to their immediate colleagues or to information staff—especially if the organization's climate is not favourable to openness." (l)

With most of the staff in the government department libraries not being qualified librarians/information officers, it is least surprising when the users—senior administrators and professional personnel—would not even contact the library staff for direction.

(iii) Specialised literature such as, abstracts, indexes, subject bibliographies and multi-media resources, are totally lacking. The availability of most of these materials could have encouraged the thesis of user education programmes among the professionals, but finances are usually meagre for information and library services, e.g. the Ministry of Agriculture Library in 1979 was operating on a budget of £3,000 i.e. £418.00. Budgets of other libraries were not much different; in some cases even far less. This lack of finance, coupled with a chronic shortage of foreign exchange, has not helped the provision of specialised materials; hence a heavy reliance on the purchase of books.

(iv) The Ministry of Agriculture and the Central Bureau of Statistics particularly issue occasional subject lists on topics of major interest, but evidence is that little use is made of these vital publications because users are ignorant of their function and ironically they would not consider exposing themselves to user education programmes. Librarians, library clerks/assistants, are however unanimous in the belief that some type of user education programme need be seriously considered for establishment in their libraries 'if only the climate is right'. The right climate involves several factors, such as:
(i) Autonomy for the library. All the libraries in the government departments are subordinated to some service departments. This implies that the librarians/information officers, where there are any, are themselves subordinate partners in those service departments. This obviously militates against the image of the library in the entire establishment.

(ii) Librarians/Information officers, who should be suitably qualified personnel, should have responsibility for appointing their supporting staff to ensure that only suitably qualified personnel are engaged in the libraries.

(iii) Financial awards to libraries/information services ought to be realistically made to reflect the nature of service expected from the library.

(iv) Cooperation between the library and other departments of the establishment is of crucial importance to ensure the successful operation of library services.

Granting that these factors could be considered for implementation, the library and information services would be greatly enabled to achieve the right climate as a pre-condition for the introduction of user education programmes.

The librarian at the Ministry of Education, e.g. made the point that her users in the present circumstances might not accept the concept of user education programmes because it would give them the appearance of being sub-standard. After all, her users are all professional personnel with a good deal of authority in the establishment. Thus to advocate the introduction of user education programmes, would compromise their patronage as the elite of the establishment; of course they are the core of the
users of the library. The junior and intermediate staff seldom use the library because they have no responsibility for policy nor are they engaged in any research activities.

One only hopes that if the elite of the Ministry of Education, like those of other government departments, would avail themselves for user education programmes they would be enabled to derive a great deal of pleasure and confidence in the use of their library and other information services in the country. Also, they would acquire information retrieval techniques which is essential for their day-to-day responsibilities and this could serve as a source of inspiration to the junior and intermediate staff to use the library facilities.

After all, in the working organisation, failures to acquire and use information bring a collective penalty, because of the interdependence of all parts of the organisation.

In the present circumstances, however, the situation is not an optimistic one for the direct education of users, who are employed, rather than students. Despite this, it would do no harm to set out some learning objectives, which reflect a practical approach to user education rather than classroom/seminar basis of training. Elizabeth Orna, 1978 suggests that:

Users should:

(i) be aware of what the information service can do.
(ii) identify their information problems.
(iii) communicate them to information staff and discuss them with the staff.
(iv) give feedback to the service
(v) keep information staff aware of their changing subject interests.
(vi) involve the service in projects which have information implications.
These are attainable objectives - not for all users all of the time, but for a significant proportion of them for a significant part of the time. Something can be done towards these objectives by direct education of new staff at induction courses, for example, but the real work has to be done in other ways, especially where it concerns existing senior and long-established staff.

There is a general loose policy about the establishment of government department libraries, as reflected in the Report on the Health Needs of Ghana, that:

"Hospital library facilities are poor. With the exception of Korle Bu Teaching Hospital, medical libraries do not exist in any of the other hospitals.

The provision of adequate library facilities is considered most important and mandatory in view of the fact that most doctors in the public service work in isolation in rural areas without access to current or any medical literature.

It is recommended that medical libraries should be established as follows:

1. A Central Medical Library in Accra.
2. Hospital Libraries in all hospitals.
3. Patients' libraries in all hospitals." (3)

One must admit that, despite this hopeful observation, existing government department libraries are in poor shape because users do not respond to a motivation of themselves in the proper use of information. In this way, policy makers continue to deny themselves of information they very much require for decision making. They do not seem to think of information, especially emanating from the library, as essential for their work, and often the excuse offered for the poor library facilities in the departments has been that there are more urgent matters which require attention than libraries.
NEED FOR TRAINING

It is essential that the scientist and the administrator should be introduced to the structure of scientific literature as a whole. He can only read a very small fraction of it, but he should be aware of how to locate abstracting and indexing publications in any field. Dr. Urquhart, has expressed the view that:

"More and more librarians and information officers should be less concerned with attempting to carry out literature searches for their clients and be more concerned with showing them how to search efficiently for themselves." (4)

This is the 'ideal' which special librarians in Ghana, viz. government department libraries, should give serious attention to, so that they may be enabled to devise realistic strategies and programmes for implementation in their libraries. On the need for user education programmes, Dr. Urquhart indicates that:

"It seems to be assumed that physicists will want to know about physics literature only. In general, they do not, because they believe they know all about the literature of their own subjects. Their beliefs are, of course, ill-founded, but they do not know this and it is difficult to tell them so. Scientists will however admit to being uncertain about the guides to the literature in subject fields they have not studied." (5)

It is, therefore, important to make users know that the literature of their subject does not comprise a miscellaneous collection of papers, reports and books, etc., but that it can be sub-divided into quite basic and fundamental categories. Moreover it should be realised that these categories have come into being largely as a result of the information requirements of the user himself. It follows, therefore, that if a user can define his requirements, he can restrict his searching to one or more of the appropriate categories, instead of groping all over the library.
User education programmes, therefore, would contribute immensely in aiding the users in their search techniques, and also facilitate a maximum utilisation of library materials.

To ensure the success of the nation's development plans which the administrators and policy designers contribute substantially to, it is necessary that they help to establish information infrastructure. Indeed it is the information input which lubricates the machine and makes it work at all. A report by the Organization for Economic Cooperation and Development (OECD) on Scientific and Technical Information, identified the need thus:

"The problem of scientific and technical information seems to be closely linked with economic growth from two different points of view. On the one hand, the diffusion of information throughout the scientific and technical community facilitates effective progress in research and development. On the other, information transfer offers industrial management the chance of taking optimal production decisions on a second basis. But we know that economic growth brings problems. It has to be mastered. Development should be cohesive and in consequence those responsible for macro-economic decisions require clear information not only on what is happening now, but on what is likely to happen later. Decisions can no longer be based on present knowledge, but require a clear vision of the technological future... Such decisions require public support, or at least a discussion of the issues involved between the government and well-informed representatives of the public. Viewed in this way, the information problem acquires new dimensions.... Information should not build a dead picture; the body of knowledge is a continuous evolution and it is vital in order to forecast and influence the future that information should contain at least the seeds of tomorrow's progress and discoveries. What distinguishes modern information from traditional documentation is precisely the introduction of this heuristic (user education) element." (6)

The pre-eminence of information as a vital commodity is definitely a twentieth century phenomenon. It is perhaps more accurately a post-war phenomenon, for about the turn of the century there was nothing like what Fritz Machlip has dubbed the 'knowledge industry.' (7)
Ghana is also making every effort to participate in this knowledge industry, as evidenced in its establishment of various special libraries and science information services.

THE SCIENTIFIC RESEARCH LIBRARIES.

CENTRE FOR SCIENTIFIC AND INDUSTRIAL RESEARCH (CSIR)

The CSIR has the overall responsibility for research organisation in Ghana. It must encourage research, initiate new projects as deemed necessary, coordinate research, and advise the Government on how best to utilise research results in solving the country's problems. Consequently the CSIR is regarded as the scientific research arm of the Government and undertakes research on problems referred to it by the various Ministries and their agencies.

This organisation clearly occupies the key position in scientific and technological research in Ghana, and has so far established eleven research institutes and projects, many of which have field stations in various ecological zones of the country. The Institutes are:

Animal Research Institute
Building and Road Research Institute
Crops Research Institute
Forest Products Research Institute
Herbs of Ghana Project
Institute of Aquatic Biology
Industrial Standard Research Institute
National Atlas Project
Soil Research Institute
Water Resources Research Institute.
Apart from the Herbs of Ghana Project and the National Atlas Project which are yet to establish libraries of their own, each of the nine Research Institutes has a library/information services department. The CSIR also maintains a Central Reference and Research Library at the headquarters in Accra.

LIBRARY FACILITIES.

The Central Reference and Research Library is large and well-stocked with about 30,000 books and fair runs (820) of a number of important scientific and technological periodicals. It is at present short of space for staff and readers but a new library is under construction - started in 1978 - at a cost of 3 million cedis.

The library has taken on not only the main burden of stimulating scientific and technical collections but it also produces Ghana Science Abstracts quarterly. This publication abstracts all current scientific and technical articles and offers photocopies at 10p a page; translations at £1 a page, and publicises the fact that literature can be obtained free. The library also produces bibliographies from time-to-time in priority research areas - currently, Agriculture and Agro oriented studies.

The outlying stations of the CSIR, have considerable autonomy and vary a great deal in the size and standard of their library resources. The number of current periodicals taken can be as low as 20, or as high as 250 and the book stocks vary from 200 to 12,000.

The Soil Research Institute in Kumasi, has a new purpose-built library, with five carrells and normal seating capacity for 25 users. Hopefully, as explained by the Assistant Director of the Institute (1979),
other research bodies, such as the Building and Road Research; Forest Products Research; and Crops Research, would also have larger library space when they move from their present site at the Kumasi University of Science and Technology to a new one at Kwadaso, a suburb of Kumasi. At the moment, however, the accommodation of all the station libraries is very cramped.

Not all the libraries have been able to find a trained librarian and the differences in constructive exploitation of the available stock are so great as to provide an abject lesson to anyone who might doubt the value of a librarian.

**DETAILED INFORMATION OF THE LIBRARIES.**

<table>
<thead>
<tr>
<th>LIBRARY</th>
<th>BOOKS</th>
<th>SERIALS</th>
<th>PERSONNEL</th>
<th>MAJOR FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Animal Research Institute</td>
<td>2,500</td>
<td>300</td>
<td>1 Librarian; 1 Library clerk.</td>
<td>Animal Husbandry.</td>
</tr>
<tr>
<td>2 Building and Road Research Institute</td>
<td>12,150</td>
<td>171</td>
<td>1 Librarian; 2 Library Clerks</td>
<td>Road and Road Transport.</td>
</tr>
<tr>
<td>3 Central Reference and Research</td>
<td>30,000</td>
<td>820</td>
<td>4 Librarians; 2 Library Assts.</td>
<td>Agriculture</td>
</tr>
<tr>
<td>4 Crops Research Institute</td>
<td>3,200</td>
<td>168</td>
<td>No Librarian; 1 Library Clerk.</td>
<td>Agriculture</td>
</tr>
<tr>
<td>5 Food Research Institute</td>
<td>3,400</td>
<td>86</td>
<td>No Librarian; 1 Library Clerk</td>
<td>Food Science and Food Technology</td>
</tr>
<tr>
<td>6 Forest Products Research Institute</td>
<td>2,500</td>
<td>38</td>
<td>1 Librarian; 1 Library Clerk</td>
<td>Silviculture and Wood Technology</td>
</tr>
</tbody>
</table>
The purpose of these libraries is to support their immediate research staff, by provision of a limited current awareness service specific to their needs, by offering access to core reference works and, as far as possible, to obtain important articles to which references had been found by the staff members in the course of their use of literature. They seem to operate almost independently of the Central Reference Library in Accra, and neither look to it for advice on selection of systems or on acquisition nor to borrow a great deal from the centre.

Opare-Sem offers the view that:

"There is a Central Reference and Research Library located at the headquarters in Accra, which is responsible for the coordination of these schemes. These schemes have not been entirely successful for the fact that the libraries are to a large extent autonomous and the librarians, with introverted attitudes, use this autonomy to keep things very much to themselves."

This is unfortunate, because at the moment all the libraries are experiencing a shortage of skilled and qualified librarians or information officers. The present thin expertise could have been exploited to the advantage of all, if cooperation and coordination of facilities had been
strongly encouraged.

Skilled manpower, after all, is a basic requirement for successful operation of any endeavour. The field of information is not an exception to this rule and its success depends to a large extent on the quality and adequacy of the required manpower. Currently, in Ghana, there is a general shortage of qualified librarians and information specialists to the extent that all the established libraries are competing for the few qualified and experienced librarians.

As shown in the above table, the majority of the libraries have no qualified serving librarians or information officers and in the other sector there is usually only one qualified librarian. This acute shortage of qualified personnel, therefore, creates problems for those who ever contemplated user education programmes.

USER EDUCATION ACTIVITIES:

CENTRAL REFERENCE AND RESEARCH LIBRARY. (CRRL)

The CRRL is the largest library in the organisation of the CSIR and it is the hope that much that goes on there would inspire the librarians/information officers in the other institutes. Even though this was the original role which it was expected to play, recent developments have made the matter a moot point.

Notwithstanding this, however, the investigation for this research on user education programmes was confined to the activities of the CRRL.

The Information Officer, Mr. Opare-Sem, has revealed that direct user education programmes scheme has not been conducted in the library but more detailed orientation programmes, on person to person basis have been followed covering the following areas:
(i) The Use of Abstracts, with special emphasis being placed on the Ghana Science Abstracts;
(ii) The Use of Specialised Indexes;
(iii) The Use of Subject Bibliographies;
(iv) Provision of Current Awareness facilities, e.g. circulation of 'recent acquisitions lists', book lists, and routing of periodicals on special and topical information to users.

Users, it is claimed, constantly complain of being hard pressed for time which they could not possibly spare for systematic user education programmes. Further, most users would wish to create the impression that they are capable of using the information facilities unaided. Of course most information officers are accustomed to hearing this fallacious statement, which has prompted Dr. Urquhart to observe elsewhere that:

"At first they (post graduate research students) seemed to come largely out of curiosity and a desire to get away from the laboratory for a week or two. Often they came with the idea that their supervisors knew all the really useful references. This particular illusion was soon shattered. As a result, the number of requests for research students to attend these courses increased rapidly. The last course advertised brought in 160 applications for twenty places!" (9)

Since this observation in 1966, times have changed and so have the attitudes of research personnel in Britain changed enormously. From the beginning of the user education programmes in the N.L.L., most researchers now attend courses organised by the British Library, because of the great benefit which they derive from the programmes.

Ghana, on the other hand, is only now beginning to give serious thought to the subject of user education programmes. The Information Officer of the CRRL, has conceded that his detailed orientation programme,
which is usually limited to new research personnel, is achieving only minimal results, a fact which has further been compounded by the introduction of multi-media resources such as Machine Readable Catalogue (MARC), Computer Assisted Instruction (CAI) and the Silicon/Micro chip technology, in other parts of the world, for information retrieval purposes.

Hence, the information officer has now adopted a more practical and liberal methodology as an alternative for the avoidance of seminar/classroom format (which is much resisted by research personnel in Ghana) of conducting his user education programmes. The system which he has designed seems to correspond very much with Elizabeth Orna's thesis, with the 'ideal', thus: (10)

PROGRAMME OF INSTRUCTION, CRRL

(FROM: ORNA, Elizabeth. 1978)

Here, there are two main stages:

(i) To find ways of getting insight into users' needs;
(ii) To find ways of taking initiatives which will allow the information service and the users to educate one another.
It is seen as a mutual process, because fellow professionals from different disciplines should be able to learn from one another, if the traffic is one way only, there is an inequality and assumption of superiority on one side. It is a cyclical process; interaction between information staff and users leads to further insight and new initiatives.

There are obvious advantages in the situation, as well as difficulties. Because the work of the Council for Scientific and Industrial Research (CSIR), is designed to achieve practical results, the gains from good information work are better appreciated, the potential for earning professional respect is higher, and so are the chances for establishing long-term mutually helpful relations with users. There are many possibilities for the information service to integrate itself into the council's more glamorous services and make itself indispensable.

As already noted, there are presently four qualified librarians/information officers at the CRRL which is a source of encouragement to Opare-Sem (the Information Officer) about the success of their scheme. The plan is to make each of the information officers responsible for a particular aspect of the instruction programme so that while each gains some experience in user education programmes, it also ensures that there is always a responsible officer around to whom the users could turn for help.

This gives the CRRL an advantage over the libraries of the other research institutes which, where available, there is only one qualified librarian/information officer. The problem of qualified personnel in information services, is of crucial importance with regard to the type and quality of user education programmes which any research library might contemplate. This fact has been acknowledged by Dr.Urquhart, thus:
"The NLL had been in a peculiarly advantageous position in starting these courses, because its senior staff had been trained as scientists, and its reading room which contains a concentrated collection of guides to the literature is not heavily used by visitors and can at times be used as a classroom." (11)

The information staff of the CRLL, in pursuit of their informal methodology of user education, have been made aware of the responsibility for taking initiatives in starting and developing interaction with users. One way in which this is done is to encourage the staff to look at the development of the service in the context of the CSIR's policies so that they can be drawn into analysing the information implications of those policies and can then cooperatively establish joint and individual objectives which include promoting interaction with particular parts of the entire organisation of the council.

Plans have thus been made in the following areas:

(i) Making a series of visits to all departments of the council to talk about the information services and getting feedback from the staff in those departments.

(ii) Examining a range of library communications, assessing their effectiveness, and reporting on recommended changes.

(iii) Carrying through changes which have been agreed on and evaluating them with the cooperation of all users.

FORMAL USER EDUCATION PROGRAMMES (CRRL)

The information service has made provision for heads of various departments of the CSIR, or their nominees to give a seminar to new members of staff of the information services, on their work and its place in the entire organisation. In this way it is hoped that greater cooperation
and understanding would be established, which could serve as a basis for the introduction of formal user education programmes on similar lines as those conducted by the British Library for researchers and scientists. In this way the prospects of progressing beyond the current schemes which concentrate more on literature search, instead of information retrieval systems, become brighter.

After all, information retrieval systems are at their best when intelligently used by information specialists who are trained to analyse problems in relation to local conditions, who understand what resources each retrieval method reveals and in what it operates and who are able to interpret the replies for the people who will use them.

Opare-Sem, elsewhere, in his contribution on user education programmes, is of the opinion that:

"Information and research staff need to have a firm grasp of the situation in their fields of operation. With the current escalation in information explosion, it is highly improbable if not impossible for information and research staff to keep abreast with developments without help and cooperation. A lot of their precious time and labour will be wasted in wading through masses of information in order to identify and select relevant material. It is therefore necessary to provide a machinery (user education programmes) by which the required information can be precipitated and siphoned out of the flood to the user." (12)

In the industrialised countries where university and research libraries have accumulated large quantities of materials and continue to allocate substantial amounts for acquisitions, it has become necessary to conduct user education programmes to enable users to make optimum use of the facilities. Higher education and research institutions in Ghana are comparatively very recent, but they aim at compressing into a few years what took the industrialised countries several centuries to achieve.

In effect this means that the challenges and pressures on the Ghanaian institutions are formidable, but the CRRL, the largest library
in the industrial and research sector, has made a brave start. Perhaps other libraries in the system would take inspiration from the CRRL programme and attempt to model their own user education programmes.
SUMMARY

Government department libraries need to redefine their functions and thereby impress upon the authorities the need for autonomy. This autonomy would ensure a wholesale review of the status of the libraries thus allowing for:

(i) Establishment of libraries in all government departments.
(ii) Engagement of suitably qualified librarians/information officers.
(iii) Provision of adequate funds to run the libraries.
(iv) Library/Information staff being in a position to motivate the users to accept the concept of user education programmes and also planning appropriate courses for that purpose.

The research libraries/information services in the establishment of the CSIR need to expand their facilities through:

(i) Appointment of enough information specialists
(ii) Cooperation of all information officers which would enable them to develop the present user education scheme at the CRRL to eventually involve formal user education programmes.

Research staff need to be persuaded to accept the fact that user education programmes do not necessarily mean that staff are 'uneducated' but on the other hand are meant to provide them with the necessary skills for conducting information retrieval exercises which are essential for their duties.
REFERENCES.


2. ORNA, Elizabeth. (ibid)


5. URQUHART, D.J. op.cit. p.354.


10. ORNA, Elizabeth. op.cit. p.352.


12. OPARE-SEM, D.K. op.cit. p.64.
CHAPTER FIVE

GHANA AND UNIVERSAL AVAILABILITY OF PUBLICATIONS.

BOOK PRODUCTION AND PROVISION.

It might be considered a paradox to discuss the need for the introduction of library user education programmes in various sectors of the Ghanaian community without the necessary attention being given to the present state of book production and provision in the country. After all, user education pre-supposes the availability of materials of which books form a most important part. Thus availability of publications in Ghana would be more conveniently examined through two elements:

1. Publishing (Production of Publications).
2. Provision (Availability; consistent with the current ideals of Universal Availability of Publications UAP).

Much of the subsequent report, therefore, deals with brief historical and descriptive factors which have over the years characterised the availability of publications in Ghana.

PUBLISHING IN GHANA.

Presently, there are several categories of publishing houses in Ghana all of which aim to produce useful literature required by the masses of the country's population. However, their various strategies and results have been as diverse as the publishing houses themselves.
(a) **Mission Presses.**

There are three prominent mission presses – Catholic, Presbyterian and Methodist, which, over the years, have concentrated on the production of elementary school texts for their schools and also religious literature in both English Language and some Ghanaian languages, for members of the churches. In the area of scholarly publications, however, practically nothing has emanated from these presses. Patronage of their publications is, therefore, limited and consequently the authorities have not attempted any expansion in this area of their activities.

(b) **Commercial Presses.**

Available evidence suggests that the earliest known printing with single types began in 1859 but it was actually in 1874 that commercial printing presses started. Essentially, the presses were established to produce newspapers and periodicals, but in the course of time they added 'jobbing' which enabled them to produce booklets and pamphlets. For book production purposes, however, the proprietors would usually purchase outright manuscripts from authors for a negotiated fee and the subsequent printing and distribution became their responsibility. Even though these entrepreneurs had originally hoped to achieve some profits, yet some factors negated that objective, e.g.:

(i) Little enthusiasm amongst Ghanaian literates to take up authorship. As a result very little material (manuscripts) is usually available to proprietors to engage them seriously in their desire to become publishers.
(ii) A chronic shortage of materials such as paper, printing ink and spare parts to service the ageing machinery.

(c) Ghana Publishing Corporation - GPC.

The basic functions of the GPC as outlined in the Instrument of Incorporation 1970; LI672, are as follows:

(i) To print, publish, distribute and market books and other reading material for schools, higher educational institutions and the general public.

(ii) To explore the markets of neighbouring African states and the markets of other countries with a view to exporting on a commercial basis any of the products of the Corporation and to effect such export.

(iii) To print and publish on a commercial basis any document for or on behalf of the government, any statutory corporation or state enterprise.

The government's aim in establishing the Corporation was to effect a positive take-over from the 'private publishers', their functions which they were performing poorly, and thereby set in motion the machinery for the effective and efficient control of the publishing business in Ghana. This objective would ensure the production of high quality literature (e.g. school textbooks, scholarly publications, special research reports, government and quasi government reports, etc.) and in sufficient quantities for the needs of the nation's development.
To achieve this objective, therefore, the GPC have established three autonomous divisions: The Publishing Division; The Printing Division, and The Sales and Distribution Division.

The Publishing Division, which is our concern, in fulfilling its obligations accepts all sorts of manuscripts for publication. These usually include; educational books; school textbooks; general books, such as, novels; specialised materials, such as biographies and scholarly manuscripts.

Once again evidence reveals that because of the lack of authorship enthusiasm few manuscripts in any given year are usually received for publication in the areas of specialised materials, i.e. scholarly publications, biographies, etc. Thus, for the moment, greater emphasis is placed on the publication of school textbooks to satisfy the needs of the nation's growing educational system.

Of course, this exercise also produces some benefits to the country such as:

(i) Savings on the nation's foreign exchange earnings.
(ii) Replacement of old textbooks - through curriculum revision - with new ones which usually have a bearing on the culture of the people can be promptly effected.

So far, the success of this scheme has been made possible through the conclusion of licensing agreements with foreign publishers, who, over the years, have been supplying school textbooks to the country.

In 1965 the Government of Ghana signed agreements with
five British publishers: Oxford University Press; Evans Brothers; Longman; Allen and Unwin and Macmillan. The terms of the agreements, (1) (which are still in force) include the following:

(a) The publishers give permission to the Corporation to print and distribute in Ghana certain textbooks published by the overseas publishers (i.e. textbooks specifically selected and ordered by the Ghana Ministry of Education).

(b) The Corporation pays to the publishers royalty on each book so distributed at the rate of 17½% of the U.K. published price in force at the time each agreement was concluded.

(c) The royalties are paid in British pounds sterling in London.

(d) The agreements are renewed annually and there is provision for settling disputes.

(e) Books printed under these agreements are not sold outside Ghana and each copy is so marked to restrict its sale to Ghana only.

(f) The Corporation bears the cost of any alterations or corrections made in the book.

It is usually the responsibility of the publishing division of the GPC to ensure that copies of the books which should be published under licence are duly ordered from the overseas principals and subsequently printed by the press at Tema. In the first year of the operation of this 'licensed publishing', three million (2) books were published by the corporation. Since then, annual production levels
have fluctuated between 2½ and 4 millions; and one
wonders whether the economies which the government had
hoped to achieve through the agreements are wholly
justified, considering the fact that book prices are
constantly rising throughout the world.

Perhaps one way which might offer some hope to
the country would be through a motivation of Ghanaians,
especially graduate educationists and teachers, to turn
to authorship and help produce school textbooks wholly
from and within Ghana.

In the other areas of publication by the GPC,
available evidence indicates that not much progress has
been achieved over the years:

Manuscripts Sent for Printing From 1968 - 1973; were: (3)

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<td>13</td>
<td>12</td>
<td>19</td>
<td>35</td>
<td>84</td>
<td>135</td>
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Production of Finished Titles; were:

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<td>12</td>
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<td>22</td>
<td>45</td>
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From all accounts, these production figures are
are too low for a state corporation which has all the
publishing facilities at its disposal. However, the
omnipresent problem of availability of materials has
hampered its progress.
S scholarly Publishing.

Ghana Universities Press.

It was established in 1962 and charged with the responsibility of:

"The development of university education in Ghana by the production of new literature, both textbooks and works of scholarship, the consolidation of recent advances in African studies, the dissemination of the results of scientific research and the reinterpretation of established fields of study."{

The press operates as a non-profit making organisation serving the publishing needs of the country's three universities, University of Ghana, Legon; The University of Science and Technology, Kumasi, and University of Cape Coast. Basically the press publishes works of high academic substance which to a large extent do not appeal to the average Ghanaian, who according to the Director of the Press:

"Traditionally is bibliographically illiterate". (5)

However, their publications are useful to the university community, but because it is is small the press is making every effort to publish more material which would attract the patronage of a high proportion of the educated public. But since its establishment problems of staff, office accommodation and transport have plagued the press. The first Director, for example, combined the triple roles of Director, Editor and Business Manager. Following the appointment of a full-time editor and a business manager in 1977, however, the press began some expansion programmes and at the end of 1978 it had about 90 titles in print, whereas previously between 1968 and 1978 the following details of manuscripts were received. (6)
On the average about three books are published each year - a figure which is obviously very low, and a fact which has prompted the following comment from the Director that:

"Ghanaian printers are to a large extent not interested in book publishing. They are more interested in petty jobbing which brings them quicker returns. This year (1978) alone they have returned four manuscripts to the press declaring that their types (which are needed for commercial jobs) were being locked up by the delays in having to wait for proofs to be corrected before they could go ahead with work." (7)

While universities do not have a monopoly on either creation or distribution of knowledge, they are, especially in developing countries, the key institutions in this process. They house the large share of creative scholars, sponsor most functioning research institutes, provide stimulation for scholarly life through the norms of academic life and, especially in Ghana, they are often the centre of the intellectual life of the nation. Philip Altbach, is also of the view that:

"The need for Third World countries to establish independence in all spheres of modern life, including intellectual life, is critically important and publishing is one small way to build such independence." (8)

After all, to establish an indigenous publishing house is an act of liberation and therefore a necessity, because it breaks the control, indeed the monopoly, which Europeans
and Americans have had over the world literature. Thus, if the Ghana Universities Press should hope to contribute in this direction, and thereby achieving its objectives, then a number of fundamental issues have to be considered, such as:

(i) An increase in the size of its editorial staff who would help to reduce the delays in printing.

(ii) Encourage all intellectuals other than members of the universities' community, to become authors. Their contributions need not necessarily be directed to the interests of the universities only. After all, one must admit that there are several levels of intellectual attainment. In this way, the problem which the Director identified as their publications not appealing to a large extent of the average Ghanaian, would be overcome and this would also ensure some revenue, despite the fact that the institution is supposed to run as a non-profit making venture. (It is not a charitable institution, either!) Seminars, workshops, etc. should be mounted regularly to attract would-be authors.

(iii) The press should consider as a matter of urgency the acquisition of its own printing machines. This would obliterate any future disappointments from the commercial printers returning some manuscripts on the premise that 'types were being locked up by the delays in having to wait for proofs to be corrected before they could go ahead with work.'
Altbach, again is of the view that:

"The intellectual system of which publishing is a part, is complicated and requires considerable infrastructure. It is not enough for an author to write a manuscript. There must be technical means of transforming that manuscript into a book, the editorial expertise to coordinate the process, the means of distribution and promotion and a readership interested in reading the products of research and intellectual work. While publishing is relatively inexpensive in terms of investment of capital and equipment, it requires coordination of such elements as educational institutions, printers, authors, editors, booksellers, journals and others." (9)

From its current activities there is every justifiable reason for the establishment of the scholarly universities press, but perhaps it may have to consider the broader interests of the nation's educational policy in order that it could provide a more beneficial service.

The major problem which the aspiring publisher in Ghana faces is that of finance. The publisher has either to finance the project entirely from his own resources or seek a loan from a bank. It is here that the entrepreneur finds himself against the wall. The banks are usually reluctant to grant loans or invest in a book business which is currently struggling to establish itself in an almost non-book society.

The other problem which affects the book industry in Ghana is a constant shortage of raw materials — paper, printing ink, etc. Even the state-owned publishing houses usually experience the same problems, as the Divisional General-Manager observed:
"At the moment the printing division has 142 titles waiting to be printed, and thirty titles waiting to be bound. Production is delayed because:

(a) the printing press at Tema lacks spare parts for its machines;
(b) printing paper requirements are in short supply; and
(c) binding materials are in short supply". (10)

As is generally acknowledged, there are grave economic consequences for a business which is run on a short supply of raw materials. With a small import licence allocation, small quantities of materials can be imported, consequently only a small quantity of goods can be produced. The advantages of large scale production therefore elude one and production costs become high resulting in low profit margins or total losses.

As a result of these factors, successive governments have demonstrated keen interest in the production of books and have always thought out a coordinating body which would ensure production of quality books in large quantities for all communities, geographical areas, levels of education and vocations, etc.

(e) Ghana Book Development Council. (GBDC)

On 20th August 1975, the Government of Ghana approved the establishment of the Ghana Book Development Council (GBDC), as an operating agency under the Ministry of Education and Culture, and the Council was inaugurated on 2nd April, 1976.

Eleven members on the Council have been nominated to serve on an Executive Council and whereas the full Council meets at least once a year, the Executive Board meets at
least once a month as a steering Committee of the
Council's. The Executive Board is headed by an
Executive Director and their functions include the
following: (i)

(i) To act as a national agency for concerted
planning and coordination and management of
various activities of all groups, bodies or
individuals both public and private, concerned
with book development.

(ii) To arrange to carry out a comprehensive study
and research programme on all problems essential
for the development of the book industry and for
provision of an effective service to the reading
public.

(iii) To encourage indigenous authorship and ensure the
provision of opportunities for local writers,
publishers, translators and printers to produce
books both in the official language and in the
vernaculars.

(iv) To ensure the establishment of suitable machinery
for the promotion of the reading habit among all
age groups particularly among children.

(v) To ensure the development of the library system in
the country with special regard to school libraries
and rural and village libraries.

(vi) To ensure the development of the infrastructure of
the book industry in particular, through the estab-
ishment, support and formation of professional
associations (e.g. for writers, illustrators and
designers, publishers, printers, booksellers and librarians).

(vii) To promote, assist, and where necessary coordinate plans for concerted action on the training of personnel for book professions or such other important questions.

(viii) To make recommendations for national book development policies.

(ix) Generally to undertake or promote such activities as will ensure the full development of books.

A critical examination of the composition of the membership of the Council, however, reveals some unfortunate drawbacks; duplication of intention by having representatives each from the National Association of Writers (NAW) and the Ghana Writers' Association (GWA); rival associations with the same objectives. This prompted the Council, in its Annual Report 1976/77, to observe that:

"The continued existence of two writers' associations - the National Association of Writers (NAW) and the Ghana Writers' Association (GWA) - notwithstanding repeated appeals to them to merge, was and still remains a matter of concern to the CBDC.... Efforts are still being made to have the two Associations merged."(12)

Further, among the functions of the CBDC, one discovers a clash of interests: function (v) states:

'to ensure the development of the library system in the country with special regard to school libraries and rural and village libraries'.

Contrasting this with one of the functions of the Ghana Library Board, which states thus:

'to establish, equip, manage and maintain public libraries in Ghana' - and the establishment of the School and College Library Department;
one gets the impression that if the GBDC should pursue its functions rigidly (legislative provisions, permitting) there would obviously be clashes with other institutions, a situation which would be counter-productive. As a national institution, it should attempt to eliminate friction among its members and other institutions which it deals with in order that the infant book industry in Ghana does not become the casualty.

Significantly, the present Executive Director of the Council, a modest official, constantly adopts a policy of dialogue with several institutions, as exemplified in one of his observations:

"Since its establishment, the GBDC has tried to bring members of the professions, constituting the component parts of the book industry in Ghana, together; met them to discuss their problems and made recommendations to the appropriate authorities. Where no association existed before, like the Ghana Book Designers and Illustrators Association, one has been formed and existing ones have been reactivated and given support and encouragement." (13)

**ACTIVITIES IN PROMOTING AUTHORSHIP.**

Frequent reference has been made to a total lack of motivation amongst the educated people in Ghana to venture into authorship. Fortunately, the GBDC has also identified it as a priority area and consequently has devoted considerable attention to this aspect of book development in the country.

To encourage authorship the GBDC teamed up with the Ghana National Association of Teachers (GNAT) and the Canadian Teachers' Federation, in 1977, to organise a workshop for 90 selected teachers from all over the country to write books which would be suitable for use in the Ghanaian schools. The secretariat of the GBDC helped in the selection of the
teacher-authors and took part in editing the 37 manuscripts which finally emerged. It also offered advice on the selection of a Ghanaian publishing house (the GPC) to publish the books. The GBDC constantly provides consultancy and finance to accredited institutions.

It may be recalled that as a result of international agreements concluded by the Government of Ghana with overseas publishers, the GPC publishes between 2½ and 4 million books annually. These are usually school text books selected by the Ghana Ministry of Education for adoption in the Ghanaian schools.

This particular exercise, therefore, was the first in a series designed to 'produce' Ghanaian authors to help eliminate the country's heavy dependence upon foreign literature in the schools and also cause some savings in the national budget.

It also organised the first ever National Book Week which was held in Accra from 7th - 11th November, 1977. Activities for the week, whose theme was 'Help Develop Books', included a book exhibition, a colloquium, an open forum poetry recital and an essay competition among secondary school students. Sales at the book exhibition were worth $12,000.00, or £6,000.00

THE GHANA BOOK AWARD.

The GBDC, in pursuit of its functions, has instituted the Ghana Book Award. The aim of this award is to reward authors for their contribution to literary development of the country and to encourage them and other would-be authors to produce more literature. In future, is is the hope of the GBDC to extend the award to cover the entire book industry in the country.
The first awards were limited to authorship of the pre-independence period only, (i.e. before 1957). Twenty award winners, comprising eleven living and nine dead authors were selected. The criterion for selection was based upon the quality of the literature. Each living author was awarded a cash prize of $500.00 or £250.00, and a citation. The memory of the dead authors was honoured with a citation each, and work is currently in progress to have plaques made bearing their names and these would be mounted at the Exhibition Hall of the Central Public Library in Accra.

READING HABITS.

On the subject of reading habits, the GBDC has initiated a well articulated programme. It is anxious to know what types of literature the different Ghanaian age-groups and members of occupations usually read, and the reasons for doing so. It also aims at finding out whether members of the public would alter their reading preferences, i.e. given a wider range of alternative literature to choose from. The Department of Library and Archival Studies, University of Ghana, is presently conducting the research on behalf of the GBDC. The GBDC hopes to use the results of the research in encouraging authors to write in those areas to satisfy the reading public. The public library services, particularly, would derive immense benefits from this research because they would then be enabled to provide more of the popular literature which the various communities would require.

John Kughlenu, has also identified the consideration, thus:
"Alongside the Government's policy of making educational facilities available to every Ghanaian, conscientious efforts should be made to bring the books to the doors of the people, since the existing libraries (public) can only serve a fraction of even the urban population... Fortunately, Ghana is now a member of the International Standard Book Numbering system (ISBN) with the number 9964, which makes it possible to know how many books are published each year, by whom, to identify and locate them. Moreover, to help improve the book trade, negotiations are far advanced for the University of Science and Technology, Kumasi, to mount degree courses in book selling and book production."

Following this observation, it is worth noting that the Kumasi University, in fact, introduced a course in printing in 1978 which has the objective of training local printers, book illustrators and designers as an initial priority to be followed later by courses in publishing.

From the accounts so far it is now an accepted fact that the Government of Ghana has strenuously designed an elaborate infrastructure to ensure a comprehensive national book production scheme. It is therefore to be hoped that all the various agencies and institutions would cooperate fully in order that the objective would be realised; a situation which would then place Ghana in a position to produce masses of literature both in quality and quantity, thereby enabling the various library services of the country to play their expected role in the concept of Universal Availability of Publications UAP.

AVAILABILITY OF PUBLICATIONS IN GHANA.

NATIONAL BIBLIOGRAPHIC CONTROL

Even though Ghana has a Legal Deposit Law which provides that copies of all published material be deposited in a number (6) of libraries, in practice the results are not satisfactory; few publishers comply with the provisions of the law and equally unhelpful is the absence of a competent authority or machinery which would contact publishers and persuade
them to comply with the law. Further, Ghana has no National Library which through some of its activities, e.g. production of a National Bibliography, would have been enabled to play a leading role in effecting legal deposit.

Since IFLA's medium-term programme of Universal Bibliographic Control UBC, is largely dependent on national bibliographies, which in turn depend upon national provisions of the legal deposit law for their comprehensiveness, it would not be inappropriate to discuss Ghana and UBC.

GHANA AND UBC.

One of the major functions of a national library is the compilation of national bibliographies - both current and retrospective. A national library is the obvious institution to perform this activity since it is entitled under legal deposit to receive copies of all published material. This role has now assumed more international importance in view of recent developments in international cooperation in bibliographic control. Ghana, however, like most developing countries has its peculiar problems in the field of bibliographic control. Professor Kotei (15) has identified some problems which national libraries in developing countries encounter in the area of bibliographic control, and even though not all may be applicable to the situation in Ghana, for the purposes of this research, they are listed to suggest fundamental causes in identifying Ghana's problems in bibliographic control.

(i) Scarcity of professional librarians, bibliographers, and documentalists specifically assigned to bibliographical work.

(ii) Delays on the part of some national authorities to fully appreciate the importance of bibliography to national development through education and research; consequently
their reluctance to support viable bibliographical projects.

(iii) Inadequate legal depository laws making access to published material difficult; also failure to enforce such laws on behalf of libraries, archives and other bibliographical agencies.

(iv) The embryonic state of publishing, printing and book distribution tends to impede free flow and access to literature. Primary bibliographical work ultimately depends on access to primary material.

(v) Even where the need is felt and there exists the desire to compile national bibliographies, work has been retarded owing to the allocation of facilities to other 'priorities' of library service.

(vi) There appears to be a feeling in some countries that not enough literature is produced to justify a national bibliography beyond that which appears in the National Gazette.

(vii) Where no institution is specifically designated as the national bibliographic centre, responsibility is forever deferred.

The only problem which might be regarded as not being applicable to the Ghanaian situation, is (ii) above - delays on the part of some national authorities to fully appreciate the importance of bibliography to national development. For a large measure, however, all other listed factors are currently affecting bibliographic control in Ghana. But against these numerous drawbacks, some activities are being pursued.
GHANA NATIONAL BIBLIOGRAPHY

The Research Library on African Affairs (RLAA) started the publication of the Ghana National Bibliography in 1965. It is issued every two months with annual cumulations and it includes monographs in English Language and the vernaculars; articles; theses; official and semi-official publications; new serials and foreign publications pertaining to the country. The Ghana Library Board's legal deposit collections are usually given to the RLAA to be listed in the national bibliography.

GHANA SCIENCE ABSTRACTS.

Since 1974 the Central Reference and Research Library of the Council for Scientific and Industrial Research also publishes Ghana Science Abstracts. It is a quarterly abstracts bulletin of scientific and technical literature originating from Ghana and about Ghana. It is basically a current awareness service but its other function is to ensure the bibliographic control of the country's scientific and technical literature. The entries are reflected in the Ghana National Bibliography.

THE IDEAL.

Dorothy Anderson in her contribution states that:

"The concept of UBC pre-supposes the creation of a network made up of competent national parts, each of which covers a wide range of publishing and library activities all integrated at the national level to form the total system". (16)

She explains further that:

"UBC envisages a system in which each country undertakes the responsibility of recording publications produced in that country, and makes those bibliographic records in accordance with standards which are internationally accepted and acceptable." (17)
In principle, the comprehensive bibliographic record of each publication should be made once and for all in the country of origin by a national bibliographic agency in accordance with internationally accepted standards applicable to both manual and mechanical systems. "Thus, there would be a network made up of component national units, each of which would cover its own publishing activities, all integrated at the international level to form a total system." (18)

The national bibliographic centre should normally be set up in the national library, which, under legal deposit, should receive copies of the nation's publications. For the system to work, therefore, there should be a national bibliographic centre and a national bibliography (which is the basic tool); and an effective legal deposit arrangement, which allows for comprehensive acquisition of the nation's published material from which the national bibliography will be produced. Not only does UBC recommend that the national bibliographic records be compiled, but also that they be made available promptly in physical form.

In this respect, speed of production cannot be said to characterise the Ghana National Bibliography. This is to be expected since there are only three professionally qualified librarians at the RLAA, who spend part of their time working on the national bibliography. They also usually have to spend much of their time visiting publishers/printers, libraries, bookshops and government offices to collect information on newly published materials for inclusion in the bibliography. In addition, they have their normal library duties to perform. In the light of these responsibilities it is not surprising that the Ghana National Bibliography has not been published since 1976. (19)
To strengthen bibliographic control, UBC demands that each country should seek to improve its publishing and book trade through the encouragement of bibliographic control in book production. This is an area in which a national bibliographic centre - when eventually established - in Ghana would have to give some serious attention. Presently, very few publishers/printers out of ignorance, do adhere to internationally accepted standards (e.g. for title pages, imprint. International Standard Book Numbers - ISBN -) in book production.

This is especially evident in the products of the small publishing firms who fail to provide the necessary bibliographic details in their books. So far, however, it is on record that talks, seminars and conferences have been conducted by some multi-national publishing companies on this subject for their counterparts in English speaking West Africa. Hans Zell, for example, record their experience thus:

"Coinciding with the Fair was a 'Bookshop Workshop' which had been organised by the Association of American Publishers who had brought along a number of prominent American librarians, booksellers and publishers to participate in the sessions and discussions on book production and bibliographic control, and to share their knowledge and experience with the African colleagues - mostly from Nigeria, Ghana and Sierra Leone." (20)

It is to be hoped that a national bibliographic centre, functioning through the national library, would endeavour to continue offering guidance to publishers in Ghana on matters of bibliographic details.

Soosai, offers the viewpoint that:

"Comprehensive collection of each country's publications should clearly be the responsibility of the country in question. The collecting and maintaining of the country's output of publications has been recognised as one of the most vital functions of the National Library. Not all countries, especially among the developing countries have an established national library to act as the coordinating or focal point to carry out this important national responsibility. There are even fewer countries that have legal deposit laws, which are an essential pre-requisite to ensure mandatory deposit of all locally published material in an approved library." (21)
From the foregoing there is no disputing the fact that Ghana desperately needs to establish a National Library which, among other functions, would take immediate responsibility for the following:

(i) Effecting the Legal Deposit Law; and ensuring that all designated libraries receive their copies of all published literature.

(ii) Establishing a National Bibliographic Centre; to take over from the RLAA, whose limited resources are over-stretched, its present ad hoc functions. This would ensure full commitment to coordinated exercises in the maintenance of specific bibliographies.

(iii) Full responsibility for the regular publication of the Ghana National Bibliography; the format would conform to international conventions.

(iv) Coordinating all library activities in the country as a means of ensuring a comprehensive availability of publications for both national and international use.

In this way the foundation would have been laid for instituting other essential services such as union catalogues, as expounded by Soosai, thus:

"Union catalogues have generally had very much less impact in the third world countries for the identification and use of publications available in local libraries. Constraints of professional staff and the high cost of developing and effectively maintaining a union catalogue have discouraged many from indulging in this colossal and difficult task. However, with the increasing use of computers in many of the larger libraries in the developing countries, interest in union catalogues has been revived and has shown some very promising results. In Malaysia, for example, almost all the five university libraries and the larger research libraries have access to computer facilities." (22)
Ghana could easily take off from this Malaysian example by initiating a computer service to document the holdings of the following libraries, as an initial step towards Union Catalogue facilities.

(i) The three Universities (University of Ghana, Legon; University of Science and Technology, Kumasi; and the Cape Coast University).

(ii) The Central Reference Library of the Centre for Scientific and Industrial Research and the libraries of its autonomous institutes.

(iii) The Research Library on African Affairs.

So far these are the major library establishments which contain materials of high academic standing, and once their holdings have been catalogued (union catalogue basis), sufficient preparation would have been made for extending the facility in future to cover the holdings of other libraries in the country.

THE UNIVERSAL AVAILABILITY OF PUBLICATION, (UAP) CONNECTION.

The programme of UAP is largely unknown to many librarians since it was only from 1975 that information about it was documented. Maurice Line explains that UAP means:

"Every published document, whenever and wherever published should be available to anyone who wants it more or less where he wants it." (23)

Van Wesemael, also in his contribution, explains that:

"UAP stands for Universal Availability of Publications - making sure that anyone who has need of any published document can obtain a copy to read, whether he lives in a developed or developing country, in a major city or in a rural area. UAP is one of the two main elements in IFLA's medium term programme the other being CBC (Universal Bibliographic Control). (24)
THE IDEAL:

It must however not be thought that UAP is concerned only with inter-lending. UAP is relevant to most areas of librarianship, to all types of library and to all kinds of document. Availability must begin in the local public, school, academic, industrial or special library; adequate resources should be provided in all of these libraries, and to provide adequate resources efficient acquisition and supply systems are needed. Most documents not available locally should be obtained from other libraries in the country, whether from a central supply source or by means of cooperative systems; whether they are obtainable or not depends on national acquisitions policies and practices, on the efficiency of interlending and not least on the ability and willingness of the local library to tap external sources.

Even with the most efficient local and national systems, there will always be a residue of items that have to be obtained from other countries; to ensure their supply, good international lending systems are required; and each country must accept the responsibility of providing, if only as a last resort, its own publications.

To achieve this ideal would definitely require a great deal of planning and the establishment of numerous professional schemes. Thus, Maurice Line again cautions that:

"The only major research carried out up to now is a comparative study of national inter-lending systems done by the IFLA Office for International Lending on contract to Unesco, which has expressed its full support of UAP. This study was recently completed, and 300 copies are being distributed by Unesco to National libraries and UNISIST focal points. It is hoped that wider publications may eventually be possible. Much more research needs to be done to show in more detail what the present situation is (and by implication what needs to be done) and to indicate ways in which the situation might be improved." (25)
Developing countries, especially Ghana, will for a long time be heavily dependent on the resources of developed countries - e.g. United Kingdom, U.S.A. and Canada, - on exchange programmes and interlending facilities. Also, developing countries can more easily build availability into their national library systems and plans, than can more developed countries. Nevertheless, because demand for publications is so much greater in the developed countries, the demands they cannot satisfy themselves will actually be more numerous than in developing countries, so that they have at least as much to gain from the UAP programme. The former because their publications are more numerous and more in demand, the latter because they may be the only source of many of their national imprints. In his contribution, Van Wesemael, again makes the point that:

"There is no library, and no aspect of librarianship, to which UAP is not relevant. Within each library, users must be made aware that they can have access to documents that are not available locally, and must be helped to obtain access to them - this means that the library must offer adequate bibliographic services and inter library borrowing facilities. Within countries, library associations can be encouraged to discuss and study means by which publications can be made more completely, easily and quickly available" (26)

National participation in the UAP programme, especially for the developing countries, will necessarily have to evolve from existing practices and systems into each country. Participation from several of the third world countries will no doubt be seriously handicapped by poor library infrastructure and inadequate national provisions to fulfil the basic requirements of UAP. Thus IFLA has supported moves to ensure success of the concept as explained by Soosai, that:
"One of the basic principles endorsed by IFLA in 1973 and by a meeting of National Librarians in 1976, is that each country should be responsible for making its own publications available by loan or photocopying to other countries. This constitutes one of the cardinal principles of international lending, and an essential element in UAP." (27)

Some of the problems which are restraining the comprehensive availability of publications in Ghana have thus far been discussed, but mention need to be made of Maurice Line's observation, which represents a true reflection of the problems; probably a summary:

"The first barrier is obviously the ignorance of what is published but this is a task for UBC rather than UAP. A second practical problem is that there may be no obvious source to which to turn for a given publication; the country of publication of the document is at present unfortunately by no means always the obvious source. Thirdly, there may be currency difficulties which reduce ability to exploit the resources of other countries to an extent. Fourthly, supply is often very slow - several months may well elapse before a requested item arrives... Finally, copyright legislation may constitute a barrier because permission has to be obtained or payment made before a photocopy can be sent to another country." (28)

Ghanaian librarians are aware that inter-library loans, both at the national and international level, are an essential means of acquiring (if temporarily) and quickly, publications which their libraries cannot have or do not wish to acquire permanently for one reason or the other. International lending has long been encouraged by IFLA which has advocated the establishment of national centres with special responsibilities for international loan requests. The national centres should also support and coordinate efforts made by individual libraries.

This is important since it is only when an internal lending system of a country functions well that requests from abroad could be satisfied with some amount of success. Michael Nortier, stresses that:

"There will be no appreciable improvement at the international level so long as inter-library loans are not better organized within each country". (30)
Effective organisation of inter-library loans demands a national focal point for carrying out and coordinating this activity; staff with the necessary training and basic search materials such as union catalogues of books and periodicals are all desirable.

Ghana, unfortunately, is still deficient in these important requirements and it must be emphasised that all necessary effort need be made to provide them. The only evidence so far is the Union List of Scientific Periodicals in Ghana, a second revised edition, 1975, which was prepared by the CRRL. As might be expected, up till now, there has been neither another edition of the list nor are there annual up-to-dateness issues. Secondly, in 1974, work was started on the compilation of a National Union Catalogue, as a joint exercise by the CRRL and the Balme Library, University of Ghana, on subject area basis. The CRRL was assigned the field of Science and Technology, while the Balme Library worked on the Social Sciences and the Humanities. But in 1976 the venture was stopped because of shortage of staff and funds.

Happily in 1977, following the adoption of the UNISIST programme by Ghana, the CRRL acquired some finances, employed two qualified members of staff and thus resumed work on a Union Catalogue of Scientific Books in Ghana. The project was expected to be completed by the end of 1980, but unfortunately coverage for the social sciences and humanities has been eliminated. In the present circumstances, whenever work on those areas would also be effected, is a matter for conjecture. Thirdly, it is to be hoped that the Ghana Science Abstracts would continue to be published and at its present regular intervals. Fourthly, the Ghana National Bibliography whose publication ceased in 1976, should be reactivated to ensure that comprehensive documentation becomes a reality.
INTER LENDING IN GHANA

In the absence of properly laid down policies and coordination of services amongst different library establishments in the country, the basis for inter library lending now depends upon the good or bad relations between librarians.

The Librarian of the Research Library on African Affairs, borrows easily from the libraries of the Institute of African Studies, University of Ghana, the Africana Library of the Balme Library. But in the Research Libraries, Opare-Sem, makes the following observation:

"Use of facilities in these libraries is restricted to the research staff of the Council, but under special arrangements visitors may be allowed to use the facilities.... These schemes have not been entirely successful for the fact that the libraries are to a large extent autonomous and the librarians with their introverted attitudes have used this autonomy to keep things to themselves; there are other causes such as unnecessary rivalry between the libraries; shortage of finance and trained staff." (31)

There are eleven libraries in the system and even though they are autonomous yet given the advantage that they all operate within the ambit of the Council for Scientific and Industrial Research (CSIR) should have offered them a natural basis for cooperation, which would have led to the initiation of inter-lending schemes. And one would have expected that the existence of such schemes would have been used as a basis for designing an over-all national inter library lending scheme.

The lack of a national inter lending scheme is reflected on the international scheme, as overseas libraries are not offered a focal point through which they could channel their enquiries and requests. This state of affairs once more brings into focus the need for the establishment of a National Bibliographic Centre to coordinate all documentation and inter-lending services of the country.

With regard to photocopying facilities, as essential necessity for the realisation of the ideals of UAP, all major libraries provide the service
except however that not a single library has more than two machines. (In fact, where there are two machines, they are not used simultaneously; one is always held in reserve against break-downs. Thus, there is a constant pressure on whichever machine is in use, with inevitable delays). In the Ghana Library Board - which provides a nation-wide public library service - there is only one photocopying machine which is installed at the RLAA. The insufficiency of machines, coupled with the inevitable factors of break-down and repair, all raise the problem of spare parts which is also linked with the larger problem of foreign exchange constraints.
SUMMARY.

The absence of any formal inter-library loan schemes in Ghana has been an obstacle for many academics and researchers to reach required information in the country. Some informal inter-library loan arrangements exist between a few libraries, particularly in Accra, but these have not been effective because there are no guidelines to follow. In order to have an effective scheme, a number of conditions must be fulfilled. There must be union lists of books and serials. These tools serve, first, to provide a more or less standardised form of entry or bibliographic description for verification; secondly, they provide location information so that each library knows where it must direct requests and thirdly copies can be produced and made available in various libraries and places for checking.

But granted that the book resources are adequately planned, these alone are not enough to ensure that materials would become quickly and readily available for use. A number of associated factors and a machinery for implementation must also be right in order to achieve success:

Trained Staff.

Skilled manpower is a basic requirement for successful operation of any endeavour. The field of libraries and information is no exception to this rule, and its success depends on the quality and adequacy of the required manpower. Presently, in Ghana, there is a shortage of qualified staff and the libraries are competing for the few suitably qualified and experienced librarians. In the majority of the libraries, there is usually only one professionally qualified librarian.
The library staff must also contain individuals of high intellectual equipment who have the capacity to develop the collections imaginatively, assess the research potential of the library materials, understand and organise them with an initiative that supplements a routine, and interpret their research use.

**International Developments.**

Current trend is towards international cooperation in information sharing. A number of developments are taking place which are helping to bring nearer the achievement of the ideals of international cooperation. In some African countries like the Arab Republic of Egypt, Morocco, Nigeria, Tunisia and Tanzania, definitive national efforts are leading to the establishment and successful functioning of national information centres and networks.

Ghana should make the effort to rationalise and stream-line the present systems into effective machinery if it hopes to benefit from these international schemes which will contribute greatly to provision of increased resources.

**Automation and Mechanisation.**

The common task of librarians is to make every possible effort to improve methods of transferring knowledge. Automation is already employed in libraries to aid effective control of the documents pouring into the library, and it is apparent that cooperation at the international level may compel many libraries to automate in order to control effectively the documents received from the international networks.

As an example, MARC (Machine Readable Catalogue) records of books are being created by the Library of Congress, the British National
Bibliography and a number of West European countries. MARC offers opportunity to libraries to use the products of the world's major cataloguing services, thus reducing the cost of local processing and improving the general level of catalogues. It is the basis on which to build national and local catalogues in libraries, and it enables the library to make full use of modern computer technology in the provision of its services.

And in the words of Dorothy Anderson:

"So fast has been the impact of the computer on library techniques that it has indeed become the catalyst that has drawn the international library community together, that has prepared it to accept compromises in national cataloguing to traditions in order to achieve international standards in bibliographic recording." (32)

"The computer offers much to the librarian: at the simplest level to release him from the housekeeping drudgeries that have bedevilled his work span. At a more sophisticated level to open up the prospect of an international communication system whereby bibliographic records from one country can be speedily transferred and made available to every other country in machine readable form". (33)

Ghana cannot afford to be left behind in these developments; she must eventually exploit the benefits of the computer processes. However, automation is an expensive venture which will be beyond the means of individual Ghanaian libraries. But it is possible for a number of libraries to share its costs and services. An effective national network with a central coordinating body will provide the scope for sharing such common services and ensuring compatibility of systems wherever this is possible and advantageous.

It is now an accepted fact that for international cooperative programmes to function, it is necessary to establish national centres to maintain links with the international networks. For example, a National Bibliographic Centre is needed in connection with the UBC programme for
receipt and transmission of bibliographic information.

The Research Library on African Affairs (RLAA) is best disposed to play the role of a link for international cooperation. It collects exhaustively materials on Africa and African culture, and in particular it receives by Legal Deposit (through the Ghana Library Board) all types of publications relating to Ghana or published in Ghana or by Ghanaians.

Granting that the legal deposit is strictly adhered to, it should be possible for the library to maintain a complete run of the national output. The RLAA must therefore be adopted and supported as the National Bibliographic Centre/National Library and requested to:

(i) Establish the authoritative bibliographic record for each new publication issued in the country.
(ii) Publish those records with minimum delay in a national bibliography which appears regularly.
(iii) Produce and distribute the records in standard physical form (cards, machine readable tapes, or acceptable alternatives).
(iv) Receive and distribute within its own country similar records produced by other national bibliographic agencies.
(v) Eventually, as circumstances permit, create a retrospective national bibliography for the country's published output. (34)

In this capacity, the RLAA may also serve as the appropriate point from which to organise the provision of common use of coordinated services such as automation and mechanisation.

Regional machinery must maintain close liaison with the National Centre through the Regional Libraries of the Ghana Library Board.
The structure envisaged is, therefore, hierarchical with the RLAA at the apex and the Central Reference and Research Library and the Regional Libraries serving as links between the component parts of the scheme and the National Library.

To produce a better integrated and effective system, some amount of consolidation in the machinery of cooperation must be carried out in order to avoid unnecessary dissipation of efforts. As a typical example:

Located at the Secretariat of the CSIR are as many as four libraries - the Central Reference and Research Library, and the libraries of the Institute of Aquatic Biology; the Industrial Standards Institute; and the Water Resources Research Institute. The CRRL has four qualified librarians, but each institute's library has only one. Efficiency can be improved by establishing a strong coordination among the libraries. In this way, a wider range of material would become available and at the same time save the user from having to look for items in several locations. The manpower situation would also improve by bringing together the seven professional librarians to a common good.
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CHAPTER SIX.

THE INFORMATION PROBLEM AND A METHODOLOGY FOR USER EDUCATION PROGRAMMES.

UNISIST: GENESIS.

The intergovernmental conference, which took place in Paris, Unesco headquarters, on 4th - 8th October 1971, will remain a significant historical landmark in the world over, as far as coordination of information is concerned. It saw the establishment of a World Scientific Information System (UNISIST). The conference, the first of its kind attracted 326 intergovernmental and non-governmental organisations. The fact that such a large number of delegates attended the conference could be seen as an indication of how much governments and non-government organisations had started to appreciate the information problem. Of even more importance was the fact that they appreciated the need for cooperation. As Ralph Bowden explains:

"The establishment of UNISIST is intended to ensure easy access by the world community to the collective store of scientific and technical information through integration and cooperation at all stages of information transfer. It will also reduce unnecessary and costly duplication of information processing. The system will be multi-national, multi-disciplinary, and multi-functional. It will be conceived as a flexible international network which will integrate on a voluntary basis, the existing separate and loosely connected scientific and technical information services with a view to achieving through international cooperation a more efficient and widely utilized system, on a world wide basis". (2)

From a philosophical point of view, UNISIST sees scientific knowledge as an international responsibility which should ensure the free exchange of information as a pre-requisite for progress. As a movement, it has the responsibility of a driving force behind the unity of programmes
already existing, and as an organisation UNISIST acts as a catalyst to the sponsoring agencies and can initiate support to such actions as studies, conferences, demonstrations, etc., to achieve the general objectives of the programme.

SECOND PHASE DEVELOPMENT : NATIS.

There is need to make information accessible to everybody. To do so there is the need for an overall plan for it. It is this need which led to the formation of NATIS. The formation took place at Unesco's Intergovernmental Conference on the Planning of National Documentation, Library and Archive Infrastructures held in September, 1974.

National Information Systems (NATIS), a byproduct of the Conference involving national information planning, gave a new impetus and thinking in the overall development of National Information Infrastructures. It viewed access to information as a basic 'human right'. Thus, underlying the NATIS programme is the need to create an informed society. The responsibility to do this is placed on the national government which should in that case:

"Maximize the availability of all relevant information through documentation, library and archive services just as in principle it takes responsibility for the basic education at primary and secondary levels of its citizens." (3)

The principles that underly the NATIS programme may be summarized as:

(i) Information should be taken as an important national resource which is basic in any decision-making. As a prerequisite to economic development there is need for systematic organization and dissemination of information. This in turn calls for proper planning and coordination.
NATIS considers access to information as a basic human right. Every individual should be made aware of his rights to information which he seeks and of its value. This should be so whether it be for professional advancement, performance of his social responsibilities or recreational reading. The end result sought should be an informed society.

NATIS programme requires some basic infrastructures below which it may not be possible to plan for a national system. These basic infrastructures would include the users' needs which would have to be met by the information infrastructures. It also takes into consideration the physical materials and manpower resources.

To ensure the ability for the establishment and development of NATIS, sixteen objectives were formulated. Twelve of these were considered the necessary steps to be taken by national information organisations, whilst the last four deal with international aspects of NATIS. The objectives are:

1. A National Information Policy.
2. Stimulation of User Awareness.
3. Promotion of the Reading Habit.
5. Analysis of Existing Information Resources.
6. Analysis of Manpower Resources.
7. Planning the Organizational Structures of NATIS.
8. Supplying Manpower for NATIS
(9) Planning the Technological Needs for NATIS.
(10) Establishing a Legislative Framework for NATIS.
(11) Financing NATIS.
(12) Universal Bibliographic Control.

International.

(13) Assistance to Member States for the Planning and Development of NATIS.
(14) Promotion of Universal Bibliographic Control
(15) A long term programme for action for Unesco will be elaborated to assist member states in the planning and establishment of coherent National Information Systems (NATIS) which can participate as full partners in the transfer of the rapidly growing volume and sources of documentation and information.
(16) An intergovernmental conference would be convened in 1978 to review the progress achieved within the framework of NATIS, UNISIST, and UBC programmes.

The above objectives, in conjunction with the principles, were expected to constitute the backbone for the development of the concept of NATIS but these were superseded by later events which occasioned the establishment of the General Information Programme of Unesco.

FORMATION OF THE GENERAL INFORMATION PROGRAMME - (GIP) - OR THE MERGING OF UNISIST AND NATIS.

The formation of UNISIST and NATIS created problems for Unesco, typical among which were duplication of activities and unnecessary competition among two institutions which had become rivals in the information programmes.
Thus, following the recommendation of the 18th General Conference of Unesco (Resolution 7.21), held in Nairobi, Kenya, it was decided to establish a single Unesco General Information Programme which was to be effective in 1977. As a result the new GIP was formed by fusing together the former UNISIST and NATIS programmes.

In terms of organisation, therefore, GIP is an intergovernmental programme involving governments, intergovernmental organisations and non-governmental organisations.

The basic principles which guided the programmes of NATIS and UNISIST were expected to continue under GIP. Indeed, the activities that were undertaken under UNISIST or NATIS would continue under GIP. The only aspect to be avoided is the former duplication of effort. The two names of NATIS and UNISIST are also retained in the new programme as a demonstration of the continuity of the former activities. But the new objectives are a conglomerate of the former ones, under four categories:

(i) Promotion of the Formulation of Information Policies and Plans.
(ii) Promotion of Methods, Norms and Standards of Information and their Dissemination.
(iii) Development of Information Infrastructures.
(iv) Education and Training of Information Users.

(This deals specifically with the subject of this research, User Education Programmes, hence it is amplified. This objective takes into consideration that the development of manpower resources is essential to the planning and operation of the present and future information systems and networks. It involves:
(a) Activities which lead towards harmonisation of education and training programmes. This would include harmonising national and international assistance in training and education for specialised information personnel.

(b) Courses and Seminars:
This should be in response to needs especially noted from the developing countries.

(c) Assistance programme in education and training:
Assistance in planning and establishing national and regional training facilities.

(d) Preparation of guidelines on the policy for:
information, manpower development and methodology;
information manpower forecasting, and
guidelines on curriculum development.

These programmes then, especially GIP, are designed to arouse among nations and peoples the need for information as a national resource.

**INFORMATION AS A NATIONAL RESOURCE.**

The establishment of GIP re-emphasised Unesco’s arguments that scientific knowledge constitutes an essential resource for the work of scientists and that it is cumulative, meaning that new knowledge builds on older knowledge. It is seen as a resource on both national and international planes. From another point of view, information is a medium for the education of the future scientists and a principal reservoir of concepts and data to be drawn on for the application to economic and technological development programmes.
To say that information is a tangible resource just like any other, as this was the view taken by NATIS intergovernmental conference, as well as UNISIST, does create difficulties because it is known that information is intangible - a commodity which is taken for granted. Thus, one might agree with Drucker that:

"Information is purely formal and has no meaning in, and of itself. It is impersonal... It is only made alive by the interaction of those conveying it to each other". (5)

This view of course is regrettable because on the contrary information has a high degree of potency. Fortunately, NATIS at its conference in 1974, offered a description of what exactly information networks could achieve when it conceived of information as an 'all embracing concept involving the interaction of human beings, individuals and as social entities.'

Information is now so crucial in all social activities it is no longer easy to dismiss its effect and function as unimportant. Indeed, Professor Havard-Williams has also contributed to the debate, that information is:

"So complex a relationship involving so many people and so much in the way of resources, it is in itself a national resource and with the complexity of modern technological civilization, is a source which it would be foolish to neglect." (6)

GHANA'S ATTITUDE TO INFORMATION.

Fortunately Ghana has acknowledged the need for information as a national resource. The government established the Council for Scientific and Industrial Research -CSIR- in 1968, as a successor to the Ghana Academy of Sciences. The CSIR has, as its objective, to make available to the government scientific and technological information which is essential for the government in the designing of its national economic and development plans.
Since its establishment, the CSIR has actively supported all endeavours dealing with the scientific and technological information of the country. As has already been acknowledged, the CSIR has established several research institutes of its own, all of which have established libraries to provide the research staff with the required up-to-date information which is necessary for the execution of their responsibilities. There is also a Central Information Coordination Secretariat in Accra.

This conforms with one of the long term objectives of GIP, and it is only appropriate that Ghana should be in a position to establish the infra-structure for national information programmes.

**IMPLICATIONS OF UNISIST (GIP) MANUAL TO GHANA.**

**NATIONAL COMMITTEE FOR UNISIST.**

From the beginnings of the establishment of UNISIST, Ghana has also demonstrated some keen interest in information programmes. The National Committee for UNISIST, and later NATIS, was established in 1974, even though the scheme actually became operative in 1976, largely through the lukewarm attitude of the government to give immediate approval for its establishment with a consequent lack of finances. In pursuit of one of its activities, however, Professor Winifred Ashworth, reports that:

"I was privileged to attend a meeting on 26 March 1976, of the Sub-Committee on Participating Agencies in the National Scientific Information Network and Existing Facilities. This Sub-Committee had been charged with the task of identifying the major libraries and agencies that would form the main network for the storage and flow of scientific information and defining their respective roles under a national plan." (7)

Presently the National Committee is based at the CSIR and costs of its activities are met from the CSIR general funds. Despite its problems of lack of funds and personnel, especially qualified information specialists, the work of the National Committee is constantly pursued with cautious optimism.
METHODOLOGY OF INFORMATION USE IN GHANA.


The manual is intended to have a particular application to circumstances in developing countries, with the objective of guiding information practitioners in the best possible manner to design appropriate user education programmes.

The manual however contains some drawbacks. Being a UNISIST project it is surprising that it does not cover aspects of the social sciences. It is not also clearly addressed to any particular user group: is not action oriented, and has limited applicability even in the sciences for which it was designed. Perhaps a completely new manual for the training of users of social science information need be produced.

After all, even though all developing countries are now very anxious to develop their scientific and technological potential, the fact still remains that much of the present literature in those countries is still in the social sciences. Besides, it is an educational fact that in any learning situation provision need be made for the study of all disciplines to be complementary to each other.

Such a manual however should not be based on a revision of the existing manual. A new manual should contain sections in which a clear indication is given of the user groups concerned, the methods of instruction and the action that librarians, information scientists and social scientists themselves can undertake in getting a programme off the ground.
Despite its imperfections, however, the manual represents a useful document on user education programmes, especially since it is designed for application in developing countries where there is limited literature on the subject. It would be of particular use to Ghana also which, as has been acknowledged throughout this research, suffers from a lack of user education material.

In view of its special advantage (of application to conditions in developing countries), therefore, the manual would be used as a guide in the appropriate areas to highlight the type of user education programmes which might be suitable for adoption in the Ghanaian institutions.

**SCHOOL AND COLLEGE LIBRARIES**

**USER EDUCATION PROGRAMMES.**

Education, particularly at the primary and secondary level, is moving strongly in the direction of participation by the learner. The problem-solving approach and project work are being increasingly used. In Britain, particularly, the Report From a Workshop Held at Bath University, 1973, acknowledges the fact that:

"Both Nuffield courses and Scottish sixth-form studies involve project work and continuous assessment; and the Royal Institute of Chemistry proposes to introduce into its syllabus a fourth compulsory paper of equal weight with the other three, on verbal and written communication, scientific reporting and information handling. With education of this sort, students are bound to become more competent to handle information." (9)

Despite the differences between educational practices in Britain and Ghana it has to be acknowledged that educational objectives all the world over are the same. In fact, Ghana has already established two experimental sixth-form colleges which are expected to give students a thorough preparatory education in anticipation of their subsequent
university education. Emphasis in these colleges is on science education.

One hopes, therefore, that the courses offered in these colleges would involve project work, report writing, etc, practices in education which in future would be introduced in other secondary schools and first cycle Colleges of Education.

It follows then that all kinds of library should be concerned with user education programmes; the school library, the most underdeveloped sector in Ghana's libraries and the College of Education library which has a critical role in that it can help student teachers to learn how to help children to develop information handling skills. Kwame Nyarko, also makes his contribution on this aspect that:

"In the schools emphasis in teaching should be on finding out things with the school library and the resources centres currently in the able hands of the Ghana Library Board, being the centre of activities." (10)

This fact no doubt has already been accepted in principle by educationists, viz, the establishment of the School and College Library Department of the Ghana Library Board in 1972. However, the approach towards its realisation is unsatisfactory in that instead of the authorities of schools and colleges being given direct encouragement to establish, equip and staff their libraries, there is an over reliance on the services of the School and Colleges Library Department, whose functions are ad hoc.

Against this background, therefore, would be suggested a basic methodology for user education programmes in the schools and colleges.
BASIC METHODOLOGY.

At this level it is necessary to adopt a simple or elementary methodology so that the young pupils and students would be rightly motivated towards an acceptance of user education programmes as of vital importance to their courses of study. Aspects which need consideration would include:

(i) Detailed orientation tours of the library; layout, facilities, etc.

(ii) Provision of Guides and Guiding.

(iii) How to find out exercises, from

(a) Elementary texts

(b) Reference materials, etc.

(iv) Use of elementary bibliographies.

(v) Use of appropriate media resources.

Students should be guided in identifying their own information needs based upon the following principles.

PRINCIPLES OF THE METHODOLOGY.

(i) Instruction should be gradual, sequential and cumulative. The intricacies of the card catalogue, for example, cannot be mastered in one lesson. Several lessons spaced over several terms might be more effective. The same principle holds true for all other library skills.

(ii) Once a library skill has been taught, students should put it to use in solving a problem, and should be expected to use that skill on all future occasions when it is necessary.

(iii) Since the teacher knows best which classroom situation will require a knowledge of library facilities, he too should be equipped to give a part of instruction in library usage. Although the school librarian
can best give instruction in most aspects of the library, it is more useful when both the classroom teacher and the librarian cooperate to coordinate their instruction programmes.

It must be appreciated, however, that in Ghana's peculiar situation, i.e. underdeveloped school and college libraries, that before the schools and colleges could design comprehensive, and in some cases detailed user education programmes, it would be necessary to conduct research into the subject.

The Ministry of Education, in the absence of a Ghana National Committee on User Education (through national library activities such as the British Library Research and Development Division) should as a matter of priority establish a research organisation to include members from the following institutions:

(a) The Ministry of Education
(b) The Ghana Library Association
(c) The Department of Library Studies, University of Ghana.
(d) The Department of School and College Libraries, Ghana Library Board.
(e) Education Researchers.
(f) Teachers in Schools and Colleges, and
(g) Other interested parties.

This Committee should hold discussions on various aspects of user education programmes, and advise the Ministry of Education on the most suitable programmes which should be adopted at each level of education.
DIPLOMA AWARDING COLLEGES OF EDUCATION.

USER EDUCATION PROGRAMMES.

The Diploma Awarding Colleges of Education are intermediate institutions between the universities and the secondary schools. As such much of the academic exercise which goes on in these colleges is comparable with university undergraduate education. Hence, learning how to use the library should become a basic component of each student's instructional programme, in order that the high academic standards expected of students in those colleges might be attained and sustained. Ruth Davies, for example, is of the view that:

"The purpose which runs through and strengthens all other educational purposes - the common thread of education - is the development of the ability to think." (11)

Learning how to use the library at this level goes far beyond the traditional programme of being introduced to library resources, services and facilities; it involves developing the students' rational powers and encompasses learning how to think, how to communicate thought and how to master the skill of life long learning.

The principles of user education programmes, at this level, would be similar - barring detail - for those at subsequent levels, i.e. undergraduate students, post graduate students, professional and research personnel, which would be considered later.

PRINCIPLES OF THE METHODOLOGY.

The principles at this level should take account of the following:

(i) The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

(ii) The student should understand the meaning and purpose of the skill and have motivation for developing the skill.
(iii) The student should be carefully supervised in his first attempts to apply the skill, so that he would form correct habits from the beginning.

(iv) The student needs repeated opportunities to practise the skills, with immediate evaluation so that he knows where he has succeeded or failed in his performance.

(v) The student needs individual help and follow-up exercises.

(vi) User education programmes should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the student moves through college with each level of instruction building on and reinforcing what was taught previously.

(vii) Students should be helped at each stage to generalise the skills by applying them in many and varied situations; in this way maximum transfer of learning can be achieved.

(viii) The user education programme should be sufficiently flexible to allow skills to be taught as they are needed by the student; many skills should be developed concurrently.

With these principles as a guide, user education programmes in the Diploma Awarding Colleges of Education should be designed to achieve the following objectives:

OBJECTIVES OF THE METHODOLOGY.

(i) Location Skills.

(a) Using library tools to locate books and other information materials.

(b) Locating ephemeral material through indexes.

(c) Acquiring facility in the use of magazine indexes, such as
Readers' Guide to Periodical Literature, and other specialised indexes as sources for locating current materials etc.

(ii) Selection and Organisational Skills.

(a) Identifying the purpose for acquiring the information;

(b) Skimming to ascertain if the selection contains information pertinent to the problem.

(c) Selecting all the facts that bear on the problem, etc.

(iii) Interpretive Skills.

(a) Understanding what the author means;

(b) Evaluating the reliability of sources;

(c) Distinguishing between fact and opinion and recognising and tracing pertinent relationships and time and place sequence.

(iv) Generalising and Conversion Skills.

(a) The possible conclusions and generalisations which can be drawn from an analysis of the information;

(b) Taking account of the student's biases and prejudices which might have influenced the reaching of the conclusions.

(c) Using the information to make judgements and reaching decisions in other areas or with other problems.

The learning experiences which these skills would generate should be directed towards the following abilities.

LEARNING EXPERIENCES.

(i) Using reference books to locate information.

(a) Ability to use encyclopaedias, handbooks, manuals, dictionaries, atlases, statistical material, etc.
(b) Ability to use appropriate reference books in securing information on special subjects and in special fields, etc.

(ii) Locating and Gathering information about people.
(a) Knowledge about general biographical dictionaries and encyclopaedias and the ability in their use.
(b) Knowledge about and ability in the use of many special biographical encyclopaedias, dictionaries and directories.

(iii) Gathering and Selecting information from many sources.
(a) Ability to determine what information is needed and the appropriate and pertinent sources for locating it.
(b) Skill in observation — the ability to obtain clear and vivid perceptions and to learn from direct experience.
(c) Skill in interviewing and using people as authoritative sources for gathering information.

(iv) Organising information and knowledge.
(a) Facility in selecting information pertinent to a topic or problem.
(b) Skill in organising information in outline form.
(c) Ability to take notes and record sources.
(d) Skill in organising information gained from observing and listening, from manipulating objects and examining symbolic materials.

(v) Analysing, interpreting and evaluating information.
(a) Ability to read for meaning — to understand what is read.
(b) Perceptiveness in evaluating the authoritativeness of the sources of information and knowledge.
(c) Skill in recognising and evaluating propaganda.
(d) Skill in analysis and interpretation of information and knowledge.

(vi) Using information: Reaching generalisations and conclusions and sharing information.

(a) Facility in summarising information, reaching conclusions and generalisations.
(b) An understanding of how information is used in solving problems and in making decisions, in thinking deductively as well as procedurally.
(c) Skill in sharing information, in reporting the facts, and in participating in discussion.

The responsibility of the schools and colleges is to teach students how to learn; learning how to use the library with purpose, profit, challenge and satisfaction must be given serious consideration in the school/college curriculum. For many students in the Ghanaian educational system, completion of secondary school education marks the end of formal education, but for all students the secondary school is the threshold of adulthood.

A functionally literate adult knows how to find the answers to problems, knows how to keep informed and intellectually alive. Educating for functional literacy is the overriding goal of the school's curriculum; learning how to learn and how to use the library should be the secondary school's/college's contribution to helping students achieve a high level of functional literacy.

User education programmes in the Ghanaian schools and colleges should therefore not be left to chance. They must be scientifically planned and systematically implemented; the library must function as a learning laboratory and the librarian must serve as a tutor whose subject
is learning itself.

In the Diploma Awarding Colleges of Education, all students are normally required to write Long Essays in partial fulfilment of the requirements for the award of the Diploma. From the academic viewpoint this exercise is research intensive, hence it would be a source of help if students should be exposed to user education programmes, which would help them immensely in producing satisfactory essays.

UNIVERSITY USER EDUCATION PROGRAMMES.

UNDERGRADUATES.

Many undergraduate courses involve extensive class and practical work. Therefore the little time available for private study must be efficiently used. It is a well-known fact among Ghanaian educationists that access to information in a university library is complicated by many factors, such as:

(a) the size; which baffles freshmen

(b) dispersal of materials, i.e. main library, faculty and departmental libraries; and

(c) the variety of materials, i.e. books, periodicals, special reports, abstracts, indexes, multi-media resources, reprography, etc.

To the library staff, the university community presents a complex array of students which includes faculty and research staff as potential users of the library. Not only does the large number of students make individual assistance difficult, but also the varied preparation and library experience represented by the student body make group instruction difficult.
An orientation programme to freshmen can no longer be expected to fulfil the needs of all new students. These then are some of the characteristics of the university library and its users; characteristics that indicate the challenge to librarians in a university system to provide relevant instructional programmes for users amid the complexity of the need for knowledge.

The UNISIST manual, in its observation on user education programmes in universities, stresses that:

"The educational objectives of teaching information retrieval, should be put into context of the total educational objectives of the institution and its members. This ensures cooperation and students can more easily appreciate the significance of the skills they acquire since they are often very single-minded in seeking qualifications." (12)

PRINCIPLES OF UNIVERSITY USER EDUCATION PROGRAMMES.

Several contributors on this subject have laid down their various principles, all of which are practicable, but from the Ghanaian point of view it might be more realistic to adopt Margaret Coggin's (13) views that programmes of library instruction for the university community are generally based upon the following principles:

(i) That students need information in order to successfully complete their university education.

(ii) That the library can best satisfy their information needs.

(iii) That information is so packaged and stored in libraries that few people can find the information they need without some form of instruction, and

(iv) That when users learn how to locate information for one need, they will be able to apply the same or similar strategy to find other information when the need arises.
These principles offer the best prospect of motivating the Ghanaian students to accept the concept of library user education programmes as an essential part of their education. Motivation, after all, is closely linked to the attitude of the people taking the course and is one of the important recurring topics which affect both planning and content of user education programmes.

The above principles have the advantage of relying on practical and realistic considerations which can be applied in very elementary language to allay the fears of students, especially with regard to their normal concern for time to attend to their academic subjects.

OBJECTIVES OF THE PROGRAMME.

To ensure the success of a user education programme at the undergraduate level, it is necessary to design programmes to reflect the following objectives:

(i) Constant alertness to effective applications of multi-media resources to counteract the overwhelming ratio of library users to library staff. It should be re-emphasised that even though the university libraries in Ghana, presently, have little by way of multi-media resources, their usefulness, nevertheless, has been acknowledged by university librarians and library staff. Future library plans, therefore, especially with respect to user education programmes, should make provision for the acquisition of some items of multi-media resources.

(ii) Seek out the 'best' courses for library support activities, while continuing to offer limited support to any course that requests or demonstrates the need for it. 'Best' should be defined in terms of:
(a) Course content, extent to which user education programmes can be integrated with this content;
(b) Student composition;
(c) Potential for reaching a large group of students over a period of time;
(d) Appropriateness in terms of sequential skills development; and
(e) Faculty cooperativeness.

(iii) Emphasise library-initiated development of programmes that help the users to help themselves independently at their point of need.

(iv) Seek any potential staff resources that might be locally available and that could help to free the professional staff for greater involvement in outreach activities.

(v) Find funding sources on the local and national level to finance experimental programmes. It is a fact that user education programmes have not yet made any serious impact in the academic activities of the universities in Ghana. Thus, before any programme may be tried, it is of crucial importance that preliminary research should be conducted to establish its effectiveness. University authorities and of course the Government of Ghana would need to be convinced about the necessity of such research programmes so that the necessary funds could be provided.

(vi) Invest time, thought and energy in developing a rationale plan for user education programmes, including elements of:
(a) Assessment of need;
(b) Objective setting of programmes;
(c) Programme development and implementation;
(d) Analysis of costs and effectiveness;
(e) Evaluation of programmes.

THE PROGRAMME.

The type of programmes which should be designed and presented at this level ought not to be very different from those to be adopted for the Diploma Awarding Colleges of Education. At this level, however, because of the difference in 'detail' of the academic instruction, it is essential that much emphasis is placed on Information Retrieval skills. The programme, thus, should reflect the following aspects:

(i) Bibliographic Instruction
(ii) Use of specialised materials e.g. abstracts and indexes.
(iii) Use of multi-media resources
(iv) Information Retrieval Techniques
(v) Individualised Instruction.

A comprehensive and detailed user education programme which covers the above aspects of study, would ensure that the undergraduate would be offered courses throughout his student life, i.e. on a basis of gradation of courses from the first year to the third. User education programmes also have the advantage of assuring the student that his graduation implied not only that he had a level of knowledge of a subject at a particular point in time but also that he could keep himself up-to-date in that subject subsequently and even equip himself in other areas as the need arose.
USER EDUCATION FOR POST GRADUATE STUDENTS.

Post graduate students at the masters and doctoral levels, faculty and research staff usually present to the library a diverseness of education and experience and exhibit varying levels of sophistication of need.

User education for post graduate students needs to be different from instruction for undergraduates because they have received more education, tend to be of higher academic ability, are usually in smaller groups and are expected to spend a higher proportion of time on research and less time in lectures. In addition, there is an increasing probability that they have already received some instruction in information retrieval at the undergraduate level.

For the postgraduate level of instruction, the UNISIST Manual (14) suggests two alternative approaches:

(a) To modify the undergraduate level material, and
(b) To base the teaching on a topic or project.

It states further, that:

"Modifying the undergraduate level material is not difficult, especially if the postgraduates have not received earlier instruction. (This should be applicable to Ghana, for the moment). The modification should, in practice, be based upon circumstances. Small groups permit participation, discussion, supervised practical work and individual attention. Their level of ability may permit easy development of the basic material and inclusion of the more complex material; and their experience may be sufficient for illustrations to be drawn from it." (15)

METHODOLOGY OF THE POST GRADUATE PROGRAMME.

The UNISIST Manual, (16) proposes a basic methodology which is reproduced here as a fitting basis upon which to model programmes for Ghanaian postgraduates, in view of the fact that the Ghanaian University libraries do not have positive programmes of their own.
Postgraduate Level.

Compared with undergraduates, postgraduates tend to be more experienced and smaller in number, as well as older. They are thus able to cover the same ground more quickly, in greater depth or both.

As a standard pattern the following modified form of the first lecture has been found suitable:

(i) General Background - (a) Value of information.

(Use studies made of information in their field).

(b) Sources of information.

(SOURCES OF INFORMATION)

INTERNAL

- DEDUCTION
- MEMORY

EXTERNAL

- ORAL
- ORGANISATIONS

- RECORDED
- FREE
- CONTROLLED (EXPERIMENT)

- OBSERVATION
- PERIODICAL ARTICLES
- REPORTS
- OTHER

(FROM UNISIST MANUAL, 1977. p.42)
(ii) Recorded Information -

(a) Limiting factors and obstacles
(brief listing - look for feedback).

(b) Keys to use of library
(brief description to give logic
of search tools).

(iii) Practical Aspects -

Case/Study and briefing for first practical
session, etc.

The result of this particular approach is to reduce to a minimum
the sections on sources of information and the limiting factors and
obstacles of recorded information. This allows more time to spend on
practical aspects.

IN Volvement of DEPARTMENT OF LIBRARY STUDIES.

UNIVERSITY OF GHANA, LEGON.

Anne Passarelli and Milliecent Abell, have offered the view on this
activity that:

"Another staffing characteristic present in several of the
libraries (U.S.A.) is the utilization of librarianship
students through a cooperative agreement with either
the institution's own library school or a nearby school,
to assist in the reference area without drawing on
library payroll funds." (17)

Any means for augmenting personnel in the reference area should
be exploited. Library school students who have learned the basic skills
of reference assistance can be an asset to the library while gaining for
themselves invaluable practical experience.

The University of Ghana, Legon, which has the only Department of
Library Studies in the country, would benefit from such a scheme if the
library should exploit its present good relations with the Department of
Library Studies to make use of their students in certain areas of user
education activities. Even though students in the department are usually few, especially for the postgraduate diploma course which prepares mid-career librarians, the practical benefits which this activity would give them cannot be disputed.

Inasmuch as insufficient staffing is one of the major obstacles to expansion of user education programmes outside the library, every effort should be made to develop a mutually advantageous arrangement of this kind with schools of librarianships wherever they exist on or near campuses with many undergraduate students.

The diagram on page 177 might provide an ideal basis for designing user education programmes in the educational set-up of Ghana.

This plan makes provision for Computer Aided Learning, which is currently unavailable in the educational institutions of Ghana. Other facilities however are attainable and every effort should be made to initiate programmes which would be based upon the provisions of the diagram.

USER EDUCATION PROGRAMMES FOR PROFESSIONALS.

GOVERNMENT DEPARTMENT LIBRARIES.

Governments have a commitment to inform people of the limits (laws) which exist for effective development of the community. Furthermore, they may believe they have a commitment to inform the people they represent of their actions and opinions. This can be done through publications.

Scientists, technologists, as well as administrators, would need to consult this literature for various items of information such as:

(i) Enquiries on incidents of scientific and technological interest;
(ii) Development projects and government policies, with respect to each particular ministry.
(iii) Legal information.
AN IDEAL FOR USER EDUCATION PROGRAMMES IN EDUCATIONAL INSTITUTIONS. (FROM 1973, J.BLACK).
(iv) Codes of practice in government institutions.
(v) Maps, charts, handbooks, reports from government authorities in particular fields.

Government officials are best served if there is readily available a published guide giving details of these publications. It is also possible to conduct user education programmes based upon informal person-to-person procedures, with may be, a handout to complement the programme.

The UNISIST Manual, proposes a flow-chart methodology which is reproduced here, as a possible user education programme design which might be useful in government department libraries in Ghana.

FLOW-CHART FOR USING GOVERNMENT DEPARTMENT LIBRARIES.

GOVERNMENT PUBLICATIONS

OFFICIAL

INFORMATIVE

LAWS

STATUTORY INSTRUMENTS

GOVERNMENT REPORTS

BILLS

ANNUAL REPORTS

DEPARTMENTAL INTEREST REPORTS

OF NATIONAL BODIES

JOURNAL

COMMITTEE

(FROM UNISIST GUIDE, 1977. p.102)
This flow-chart is limited to government publications which again bears out some of the imperfections of the manual. The total absence of literature on scientific and technological material, and more importantly on social science literature which is of great concern to all national governments, is unhelpful.

Having already examined the nature of provision of materials and the availability of qualified personnel (i.e. librarians/information scientists) in the government department libraries - both of which are poorly provided - it would appear that this simple flow-chart, if adopted as a basis for user education programmes in the Ghanaian government departmental libraries, would provide a realistic methodology for offering instruction.

USER EDUCATION FOR SCIENTIFIC RESEARCH PERSONNEL:

CENTRE FOR SCIENTIFIC AND INDUSTRIAL RESEARCH (CSIR)

As has been acknowledged in earlier parts of this research, the research personnel of the CSIR are normally not keen on availing themselves for formal-type user education programmes. Thus, instruction for these practising scientists and technologists needs to be different from that for students in the universities, because their attitudes and backgrounds are markedly different.

METHODOLOGY OF THE PROGRAMME:

The UNISIST manual provides a useful suggestion that:

"It is usually best to reassess the objectives of instruction and how success can be measured. The programme of instruction can then be planned accordingly. The main difference is that the lecture room (university user education programmes) is not a commonplace thing to all practising scientists and engineers and few restless figures among them can be disturbing."
Engineers tend to be very practically orientated, maintenance and service engineers more so, than design or planning engineers. Other differences are a wider scatter of background (different subjects, employers, ages, and so on), and unfamiliarity - they may be unknown to each other and the library used for the exercises may be unfamiliar." (18)

From this observation, therefore, it would seem that the theory and principles should be presented fairly briefly and attractively. The emphasis should thus be on practical aspects and particularly practical work.

The Central Reference and Research Library of the CSIR, draws a vast majority of users from the numerous institutes and their research staff who are scattered throughout the country. This is likely to create initial problems in the organising and conducting of their user education programmes. Some research staff who live about 200 miles away from Accra might not be willing to travel the distance for user education programmes in which case it might be assumed that only those at the headquarters would benefit from the programmes.

Motivation, at this level, would be of crucial importance, which the Assistant Secretary/Information Officer of the CSIR would have a responsibility for stimulating amongst the research personnel. After all, even the British Library's courses, which are now a 'model' for most industrialised countries, were not without their initial problems as observed in the University of Bath Report, 1973, that:

"The original NLLST courses served a most useful function by stimulating librarians to initiate similar courses in university, and later in polytechnic libraries... It is difficult for British Library courses to stimulate at all closely an ongoing information service, since they cannot last more than a few days. However, improvements might be made by increasing further the active participation of librarians attending the courses by mixing librarians from different kinds of library (thus emphasizing that the problem is not just a remedial one but one to be tackled at various levels) and, perhaps most effectively by mixing librarians and teaching staff so that the former can practise under guidance, the giving of an active service to the latter, and so that the relative roles of the two in helping students could be discussed together." (19)
The centrality of the CRRL; the role of the CSIR as a national research body, and the nature of services which are offered from the CSIR headquarters in Accra, would place it in a favourable position to organise similar type user education programmes as is done by the British Library. Further, courses when offered, could bring together the expertise of the staff of the Information Service of the CSIR, the Department of Library Studies, University of Ghana, and other library establishments such as the University libraries - a factor which would undoubtedly stimulate interest in all areas of information activity throughout the country, for the benefit of all.
SUMMARY.

The new library of the CSIR in Accra, need to be supported nationally and established as the National Scientific and Technical Division of a National Library Service. This should be a first priority in any future decisions on the establishment of a National Library, so that the CSIR Library would be enabled to tackle user education programmes, throughout the country's library systems.

The envisaged role of this National Scientific and Technical Division of the National Library would cover the following:

(i) Research into various levels of user education programmes.

(ii) Design of appropriate programmes.

(iii) Provision of recommended standards for the provision of qualified and supporting staff, materials and adequate funds to ensure success of user education programmes.
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CHAPTER SEVEN

ESSENTIAL FACILITIES FOR THE SUCCESS OF USER EDUCATION PROGRAMMES IN GHANA.

OBSERVATION

Evidence so far throughout the research has acknowledged the fact that even though user education programmes have been attempted in some library establishments - especially in the universities - on a limited basis, but the position could have been better if a positive policy had been adopted in all the library and information establishments about the desirability of user education programmes.

In the absence of this policy the entire responsibility for user education in Ghana has been shifted on to interested librarians and information officers to initiate their own programmes and try them out without recourse to any broad-based plan. This, however, is not to under-estimate the various programmes, even though the practices have not been helpful for optimum success because of the following reasons.

(i) In all the educational institutions, schools, colleges, universities and the only postgraduate institution, (Ghana Institute of Management and Public Administration -GIMPA), much emphasis for students' courses is placed upon the passing of examinations. This, of course, does not bode well for user education programmes which are non-examinable courses.

Under such circumstances, except where students are informed officially about user education programmes being essential for their studies, and further, constituting assessment
studies, they quite rightly subordinate such programmes to their academic subjects.

(ii) In the government department and scientific research libraries, users show little enthusiasm for user education programmes and might even show dissent if the subject should be made official, i.e. requesting users to attend courses at certain specified times.

(iii) In the public libraries, the usual practice is to give individual assistance. The children's librarians, especially in Accra, usually organise current awareness activities for the users but as regards the adults, very few in Ghana ever use the public library, and when they do so it is seldom for research. To persuade young adults to read requires dedication; a love of people and of books and reading; a sense of humour; an emotional adjustment and a warm heart that inspires confidence. The librarian with these qualities can change many an apathetic young person into a patron of the public library and inspire him to become a better citizen of the country.

The Ghana Library Board, however, has not attempted any deliberate user education programmes, possibly because of an anticipated failure; the climate of course not being suitable.

In view of these problems, it is crystal clear that for user education programmes to be successfully introduced in Ghanaian library and information establishments, the following factors would need close examination:
(i) Motivation for the Acceptance of the Relevance of User Education.

(ii) Integrated Learning.

(iii) Availability of Qualified Personnel.

(iv) Availability of Adequate Finances.

(v) Availability of Materials.

(i) MOTIVATION FOR THE ACCEPTANCE OF RELEVANCE OF USER EDUCATION.

The type of motivation which is anticipated is what could be exploited to make user education programmes acceptable to all categories of information users. This requires the policy makers, whether in the formal educational institutions or in the research organisations to demonstrate a knowledge of the preferences for types of information presentation and the best techniques for involving the students in an information-gathering process.

It is necessary to remind ourselves that user education programmes in Ghana are at their best only in the formative stages. Thus, in order to make the concept acceptable to users, it is necessary to stress the aspect of motivation, which would remove from their minds the prejudices, such as unessential, a waste of time, academically deficient in content, etc. which they have always held against user education programmes. These are prejudices which are seen as totally obsolete in the industrialised societies, but not in Ghana.

Motivation In the Educational Institutions.

In the Ghanaian universities, usually the first year students are not properly motivated to the concept of user education, despite the fact that the majority of them have never used any well-stocked
libraries before.

(a) They do not realise the complexities of the university library; the vast and varied resources; the many types of bibliographic control; new and varied methods of searching; the mechanics of classification, etc.

(b) They do not expect to encounter problems in the library. They all take library use for granted, since to them the library is merely a store-house for books and periodicals. Besides, the acquisition of their textbooks is enough to assure them the potential for success in their examination.

Given this background and attitudes, then, the only way that they would be self-motivated to seek or to listen to assistance, is when problems arise in connection with their assignments. The way to encourage this self-motivation is to bring together the expertise of librarians and faculty members who should correlate students' course work with library use.

Motivation needs to be strong in the course organiser - librarian - whose enthusiasm and knowledge has to convince people taking the course of the significance of information retrieval in their field of study.

Motivation must permeate all aspects of a user education programme so that all participants - the teachers and the students - would be enabled to contribute fully towards its success.
Motivation in Planning.

The various aspects of motivation in planning programmes can be illustrated in a simple diagram, as shown below:

(FROM: UNISIST MANUAL, 1977, p.9)

On motivation in planning, the UNISIST Manual, suggests that:

"The concept of instruction and the initial discussions may come from the teacher, the library/information centre, or an educational or government agency. One or more of these sources need to be sufficiently motivated to take the initiative." (1)
In the Ghanaian schools and colleges where there are no serving librarians or tutor-librarians, the motivation for user education would have to be initiated by the heads of the schools and colleges and the educationists of the Ministry of Education. In the universities, on the other hand, planning motivation has always been inspired by the university librarians.

Motivation From the Agency.

Three kinds of agency have to be considered: the tutors responsible for undergraduate and postgraduate courses and syllabi in science and technology and the social sciences; employers of practising scientists and technologists, especially in the Council for Scientific and Industrial Research - CSIR; and the appropriate personnel in governing bodies of organisations who might sponsor or fund courses.

Robert Jordan's contribution on 'agency motivation' is expressed thus:

"The educational process will remain an exercise, impinging on only a fraction of brain power if faculty and students are not enthusiastic and dedicated about what is going on in their minds. Our major life enterprises must combine emotional attachment with the use of our reasoning potentialities. Without an emotional commitment, we will learn only a fraction of what we are capable of learning and it will be impossible to imprint or integrate or absorb what we do learn in any lasting or meaningful way." (2)

In the universities, where minor user education programmes are already being conducted, the students, particularly, still need to be motivated for the programmes because of the potential for assessment and gradation.
Timing of Courses.

There is a unanimous recognition today of the fact that user education is effective only at the time of need. General orientation can be effective early in the term of the academic year, but instruction in the use of specific references must be relevant to assignments of the moment. User education in a vacuum is now a thing of the past. Keeping in mind the distinction between 'orientation' and 'instruction' would also be helpful in deciding what to do under different given circumstances.

Relevance of the User Education Programmes.

The relevance of user education programmes would be reflected in what not to teach which would be a major factor in the selection of content for any user programme. Instruction, as a general principle, should be given in the use of the library but not in Library Science! If the course organiser should, out of over enthusiasm, proceed to offer courses in library science, then the objective of user education would have been compromised and more importantly, the motivation which was generated amongst students would diminish and evaporate altogether.

It should be made possible for students to retain only the instruction which is followed up immediately by purposeful use, and librarians should consider carefully what details are essential to the students and which are irrelevant to them.

In this way, it is the hope that motivation, which is most essential for the success of user education programmes in Ghana, once generated, would be sustained among both students and lecturers.
(ii) INTEGRATED LEARNING.

Closer cooperation among academic staff and library staff is seen by many as a key to solving the problem of motivation of students and providing a greater relevance to user education. In this respect, integration, a common word in educational circles, has taken on a new meaning. It is now the central term around which user education, especially in the institutions of learning, revolves. Indeed, Malcolm Stevenson, records the views from two British institutions thus:

(a) "User education is most valuable if it can be integrated into the pattern of the course. In this case the student gets information and learns techniques just as he knows that they are useful and can have a genuine reason for practising what he has learned. This means a closeness to course tutors and an expenditure of time in planning which we have not yet achieved." (3)

(b) "Courses should be timetabled into the student's curriculum so that time is not wasted each year in organising the seminars. They should be programmed throughout the student's course developing over the years from an elementary class to a detailed bibliographic session scheduled at appropriate times in their course." (4)

The two institutions, no doubt, are typical examples of British institutions which have accepted the concept of integrated learning as being more effective than adopting occasional approaches. Against this background, it should be realised that in the Ghanaian universities, on the other hand, apart from the University of Ghana, Legon, which attempted a user education programme in 1968/69, which significantly was not based on integrated learning, the other universities have not yet devised programmes of their own.
In the schools and colleges too, because of a total lack of positive policy for library development, the potential for user education has hardly been considered in those institutions of learning. Once the outlook has changed, however, it would be of great advantage if integrated learning would be adopted. After all, most of the students in the schools and colleges have never used any well-stocked libraries before. Their school and college libraries therefore offer them the only opportunity to delve into the realm of information retrieval in preparation for any future courses either at the university or similar institutions.

Effectiveness of Integrated Learning.

In several of the British institutions of learning which conduct user education programmes, steps have been taken to ensure the effectiveness of integrated learning. A typical example is quoted by Malcolm Stevenson, thus:

"On the recommendation of the Library Consultative Committee, Bradford University established in 1970 a working party 'to investigate matters relating to the provision of effective instruction in the use of library resources.' The final recommendation of the working party was that instruction in the use of library facilities should be included in course regulations of each school of study. In accepting the report, the Senate decided that this recommendation should become a university requirement." (5)

Even though comparisons can often be misleading, but this particular regulation at Bradford university is precisely what is required in the Ghanaian schools, colleges and universities. After all, students at Bradford university all come from a background where the printed word is part of their culture. This in effect means that all students at Bradford would have used libraries such as school and public libraries, before entering the university.
Notwithstanding this, the university authorities still recognise the fact that more user education is necessary if the students should expect to pursue their academic studies satisfactorily.

Using this as a basis therefore, it should be imperative for authorities in the Ghanaian educational institutions to implement integrated learning because the majority of students have little or no library experience before they enter university.

From the Ghanaian viewpoint, therefore, the problem of library use could be solved by creating an atmosphere and environment in which information handling is learnt naturally, and this must be the combined responsibility of teachers and librarians. A change of attitude is therefore necessary on the part of both; teachers still need to realise that direct communication of knowledge in the classroom is a limited, and not always the best, way of helping students to learn; and librarians also need to become more involved in the whole educational process, rather than merely providing and organising collections of books. Such involvement would create a total learning environment on the campuses for the benefit of all. Of particular importance in this learning environment, according to E.D. Duryea:

"Is the intimate relationship between the formal educational program and the library. The transition from passive to active concepts of student learning places the library in a new position. It gives the library responsibility for an effective role, one directly concerned with student self-learning, the only kind of learning which in the end has genuine intellectual outcomes." \(^{(6)}\)

In this way, the library's influence on the nature of the campus environment cannot be neutral. In the area of student culture the library is, indeed, the catalyst twice removed and
that the major potential of the library toward the development of an integrated learning environment lies in its relationship to curriculum and the faculty. Here, its contribution can be seen as dealing not with symptoms but with basic causes.

In a symposium on Education and Structure of Knowledge, Joseph Schwab, one of the leaders of the curriculum reform movement in the USA, says that:

"A far more defensible integration could be achieved if we took from Plato his major lesson that integration is achieved - by the scholar and the investigator as well as the student - only as we master and use the over-arching disciplines which stand apart from those peculiar to any bounded science or subject matter, the intellectual linguistic disciplines, arts, or skills, by which distinctions are made and their force and effect are examined." (7)

Talking about integration at a different level, Nevitt Sanford, says:

"Perhaps the curriculum is better understood as a kind of treaty of peace among the warring departments of the University, accenting the professional and pre-professional elements in all disciplines. If we want seriously to talk about the development of the student, we probably have to begin with an attack on the way we arrive at a curriculum."(8)

His point is underlined by David Riesman, that:

"The task of integrating the specialities of American academic life becomes about as difficult as integrating the armed services of the United Nations". (9)

These comments suggest two levels in which the library has potential as an integrating force. First, because it serves all the departments in the educational institution, it should be able to act, at the political-organisational level, as mediator among them, not in the sense of seeing to it that the allocation of book funds is equitable but in the sense of fostering communication across disciplinary boundaries and identifying and supporting the
inter-disciplinarians among the warring factions on the faculty. And secondly, to the extent that the library is a total system which organises the literature of all disciplines, it becomes almost an embodiment of the over-arching intellectual disciplines, arts, and skills which Schwab refers to. In this respect it can provide an epistemological focus for integration in the curriculum.

Arthur Young, for his part, suggests that:

"The library's degree of influence in the educational setting is conditioned by many factors. Four facets of this influence come readily to mind:
(a) Patterns of library use as they relate to various student characteristics;
(b) Effect of the level of library service on academic achievement;
(c) Role of the lecturer in impelling library utilization; and
(d) Lecturers' knowledge of and preparation in library skills." (10)

The above facets are similar to Maslow's Theory of Hierarchical Motivation, in that, they attempt to establish a unifying force for the facets as a means of enhancing the effectiveness of integrated learning.

Necessary Factors for Integrated Learning.

Several experts who have contributed to this debate are agreed upon the fact that the necessary factors include the following:
(a) The Administration.
(b) The Faculty
(c) The Library Staff
(d) The Students.
(a) The Administration.

The objectives of a user education programme, echo the goals of the general educational programme. If the library is to become educationally effective and significant, its user education programme must be planned and developed as a component of the overall educational design.

An acceptance of the relevance of user education by the administration, thus constitutes policy on this all-important educational facility. Mention has already been made of the policy at Bradford University; this is what educationists in Ghana could emulate.

(b) The Faculty.

The cooperation of the lecturers, which is most vital for the success of user education programmes cannot be overemphasised. They would be enabled to participate in the planning of the programme and making available enough time in the time tables. They would also have the opportunity to become more fully aware of what the library can do, not only for the students, also for the lecturers themselves.

Too often, students are left entirely to their own devices with reading lists. These are often so comprehensively supplied that they become a source of worry than help. Thus, lecturers need to be reminded that the text book approach is no longer adequate.

The central idea is that a student can get away from a textbook, single source information and be motivated to examine a variety of ideas and from this formulate some of his own concepts and clarify his own values; and the library
is essential if this sort of thing is to be done. But above all he must be encouraged by the lecturer to do so.

Again, at Bradford university which was mentioned earlier, evidence is that the faculty members were involved in the policy decision, hence their cooperation was assured. Faculty members in the Ghanaian universities might wish to take note.

(c) The Library Staff.

The organisation and direction of the library demand imaginative and creative energy and the librarian would have to identify himself with the educational processes of the institution. He would become an educator serving as a cooperating teacher and working with the tutorial staff to maintain a library which is an integral part of the educational programme and which provides all kinds of instructional media. Norman Beswick, for example, is of the opinion that:

"If the library is to be valued as an educational force, perhaps librarians must re-present themselves as educators deploying that force.... I personally would rather hear colleagues in librarianship characterized by such statements as, 'He's a true educator', than by comments such as 'Our librarian is a real authority on Middle Minsan II'" (11)

After all, into the hands of the librarian and his dependable staff flows the entire book selection exercise and daily relations with members of the academic staff over the development of the collections, which includes user education programmes, should be a regular if not a routine activity for the librarian, whilst his staff also engage in the daily library operations on a wide scale with staff and students.
In this way, the staff would become an indispensable part of the academic community and academic activity would be centred in the library. John Lubans, observes that:

"The faculty have the primary responsibility for structuring the academic courses for independent study. Present teaching practices would appear to provide little incentive for students to do substantial and rewarding reading. If professors are wedded to the idea of using textbooks and reserve readings there is little the librarian can do about making changes. He should, however, continue to exert his influence in working with individual professors to promote independent library use and to this end he should create a library atmosphere conducive to tutorial instruction." (12)

Once the Ghanaian librarians have been assured of the cooperation of the administration and the faculty, they would be greatly enabled to proceed with the designing and implementing of the programme.

(d) The Students.

First of all, the student has the opportunity to learn by his effort to find out and to take in information, to select and evaluate those facts and ideas which are useful for a specific purpose. In this process he has the opportunity for contact with experts in his subject field among both the teaching staff and the library staff.

Secondly, the student has what is usually the first opportunity for making a precise communication; he learns that presenting information is really the building of a logical structure of ideas for which simple rules have been worked out.
Thirdly, the student learns a good deal about methods of study and about his own ability; he also experiences the satisfaction of creating something by his own intellectual effort.

Against this background, it is a matter of regret that, presently, there is much criticism by educationists and several advanced students in Ghana, about a dramatic lowering of educational standards. Some educationists maintain that few students are now capable of writing effective English and that even fewer can express themselves adequately in a discussion or at a lecture.

One purpose of user education is to help overcome this problem, thus making the cooperation of students imperative. The diagram below may be used as an 'ideal' indication of the format which user education programmes would assume in the educational institutions in Ghana.

Model of student's information requirements from the library's mix of products and services.

This figure explains a programme which is based on an inverted-pyramid concept for the undergraduate. That is, it begins with a limited amount of basic information and builds on this in the amount and complexity of content each year until by the third year when the bachelor's degree candidate would have been exposed to the full range of facilities and services.

The details will necessarily vary in different situations but teaching should establish and promote those traditional skills without which no student can make adequate use of the library. First, an understanding of library arrangements, physical, bibliographical and conceptual. Secondly, a knowledge of sources and of which will be appropriate in any given situation. Thirdly, the ability to interpret his own need so as to frame a relevant question. Fourthly, an awareness of search techniques including the ability to devise serviceable routines. Finally, the student needs skill in the art of evaluating his sources and presenting his material.

(iii) **AVAILABILITY OF QUALIFIED PERSONNEL**

Educational Institutions.

A basic question which has attracted great debate is the type of personnel who should conduct user education programmes in the schools, colleges and universities. In view of the crucial importance which user education has attained in the industrialised societies, so have several training facilities been evolved to cope with the problem. Unfortunately, however, experts on this subject concede that no ideal type of personnel has yet been found in any
institution. It has therefore become the responsibility for administrators to prescribe for their staff, whichever course they think adequate for the preparation and training of information officers/librarians.

Malcolm Stevenson, for example, expresses the view that:

"Librarians are not skilled educators, and this is one of the greatest problems that user education faces. Some form of training is therefore necessary." (13)

He goes on to suggest that:

"It is impossible to say whether subject specialists are any more effective than functional librarians in the provision of user education programmes since the definitions of these roles are becoming so blurred that a continuum exists between the 'pure' forms of each type of job. One point raised by many, especially young librarians, was their inadequate training for their teaching roles". (14)

While the debate goes on, the UNISIST Manual, also offers its view that:

"The ideal teacher for information retrieval would have:
(a) Knowledge of information retrieval.
(b) Subject knowledge.
(c) Teaching Ability." (15)

These characteristics are associated with librarians/information officers, scientists/technologists and teachers respectively. It is unusual to find all three characteristics well developed in one person. In practice, the relative significance of each characteristic has to be considered.

Knowledge of Information Retrieval.

It is obviously the most important characteristic. This knowledge is best developed in librarians (practising or teaching), particularly those involved in information work. An information officer can be considered as an extensive or well-developed user
of libraries and information centres. Thus, the first choice for teaching staff would seem to be a librarian/information officer, particularly one currently in practice who is familiar with the current situation. To be effective he must convey the information on skills rather than merely present it, hence the significance of subject knowledge or teaching ability.

Staff with this type of expertise could be trained at the University of Ghana, Legon, which has the only library school in the country. The problem arises however of the number of students who might gain admission to the library school each year to pursue post graduate courses. Too often in a particular academic year there are only three or four students pursuing the mid-career professional course - i.e. the Diploma in Library Studies. This explains the fact that there are few qualified librarians serving in the country.

Perhaps the library school would intensify its efforts to gain more candidates who on completion of their course, would be suitably employed in the schools and colleges where their academic education would be used to good effect. Others who might join staffs of university libraries would also be enabled to play supporting roles to the Information/User Education Officer to ensure a continuity of the programmes.

Research Institutions and Government Department Libraries.

Subject knowledge is important for developing an appropriate viewpoint, understanding the key needs of users, and maintaining a high relevance in the lesson content. Instruction from a professionally trained and experienced scientist or technologist can
provide significant benefit. However, the degree of specialisation and the background of the people attending the course has to be considered. The teacher of information retrieval will usually find a general subject (as opposed to specialisation) sufficient.

The UNISIST Manual suggests that:

"In the perfect situation the teaching would be done by an information officer attached to a group of scientists or technologists working in the relevant subject field. Such a person would be familiar with the range of up-to-date information needs and retrieval skills.... This perfect situation does not occur frequently. More commonly teaching is done by librarians and information officers with background in science and technology and subject teachers who are experienced users of libraries and information centres." (16)

All the serving qualified personnel at the CSIR, its agencies and in the government department libraries, in Ghana, were originally trained as librarians and even though they are capable of designing and conducting user education programmes, there is no doubt that their expertise would have been better enhanced if they had had training in information science. The librarians who especially do not have a background education in science and technology would benefit immensely from information science courses.

Indeed, such is the acute problem of information scientists that Professor Ashworth acknowledges that:

"There was some discussion of the grave shortage of information scientists in Ghana and how the situation might be improved. The CSIR has a member of staff who is at present studying information science at the City University in London and the Library School (at University of Ghana) has a staff member taking a similar course at Sheffield University who on his return may be able to teach the subject in Legon." (17)
It is interesting to note that presently there is only this one qualified information scientist at the CSIR, while the member of staff of the Library school at the University of Ghana has since 1978 resigned his post. This in effect means that the facility for the training of information scientists in Ghana has been negated.

Thus, for the CSIR, its agencies, government department libraries, and other special (scientific and technological) libraries, the University of Science and Technology, Kumasi, to continue to employ information scientists, they must rely upon overseas training at the appropriate universities, etc. for their personnel.

(iv) AVAILABILITY OF FINANCES.

Since inadequate funding is one of the librarian's most common complaints in explaining inactivity, the effect of special funding sources for user education merits consideration.

Indeed, in the Ghanaian context such funding is inextricably linked with general policy on library facilities, especially in the sector of schools and colleges.

Policy For School and College Libraries.

It would be a significant educational achievement for the Ministry of Education to formulate policy on school and college libraries. The present situation which leaves library development solely in the hands of the heads of the institutions is no longer satisfactory. Enthusiastic heads of institutions have always complained about not getting enough funds from the Ministry of Education for their libraries, while the less enthusiastic ones do
not regard libraries as important to merit their attention.

Positive policy once effected, would ensure the provision of infra-structure for the systematic development of school and college libraries, thereby ensuring that funds would be made available for the following:

(a) Appointment of qualified personnel to run school and college libraries.

(b) Provision of suitable buildings, i.e. buildings which are purpose-built - not necessarily converted or shared premises.

(c) Provision of adequate library facilities, e.g.

(i) Books and periodicals

(ii) Specialised materials

(iii) Multi-media resources: essential items for each level of education.

(d) Appointment of suitably qualified supporting library staff and in the right numbers.

(e) Proposal of basic standards which libraries at every level of education would be expected to attain.

(f) Most importantly, there would be a guarantee for all libraries to receive substantial annual budgetary awards to maintain services and provide facilities.

Establishment of Library Advisory and Inspectorate Division of the Ministry of Education.

It has already been pointed out that the Department of School and College Libraries of the Ghana Library Board is presently responsible for supervising the provision of books and periodicals in the schools and colleges. The effectiveness of this Department,
however, is limited because its present functions are anything but ad hoc. It cannot initiate policy neither can it enforce standards.

A permanent department should be established at the Ministry of Education with responsibility for:

(a) Policy
(b) Permanent advisory services for the development of libraries throughout the country.
(c) Special responsibility for inspection of school and college libraries which are presently the least developed libraries in the country.
(d) Provision of funds for library development.

Further, personnel of this department would be involved in the research towards the designing of appropriate user education programmes for all levels in the school and college sector of education.

University Funding.

Library facilities in the universities are well developed, as compared with what obtains in the schools and colleges. Thus, special funding would be necessary for comprehensive user education programmes. Such special funds, it is envisaged, would be used for the following:

(a) Appointment of user education specialists, i.e. either subject specialists or information officers and their supporting staff.
(b) Provision of multi-media resources. These, presently, are unavailable in the university libraries. Basic equipment such as tape slides, films, filmstrips and a few video
accessories, would contribute immensely towards the success of user education programmes.

(c) As a long term measure, consideration would have to be given to the acquisition of computers so that Computer Assisted Instruction methods could be employed.

Scientific Research and Government Libraries.

Special funds for these categories would be required primarily for the training of their staff, i.e. information/scientific officers. Training facilities at the national level are presently unavailable the result being that overseas training would have to be resorted to in especially United Kingdom or American institutions.

The CSIR, particularly, would require special funds from the government to finance activities of the Ghana National Commission for UNISIST - GIP - instead of the present practice of the CSIR using its own funds to support the GIP activities. With adequate funds being made available, the CSIR in conjunction with the GIP National Commission would be enabled to research into and design appropriate user education programmes for Ghanaian scientists and technologists.

The time is long overdue for the CSIR to acquire computers for information use, a facility which would encourage the introduction of Computer Assisted Learning programmes to help in the overall user education plan.
(v) **AVAILABILITY OF MATERIALS.**

Apart from the traditional materials of books and periodicals, user education programmes are about ensuring the use of all library materials on a comprehensive scale.

Granting the availability of adequate finances, therefore, all libraries in Ghana would be enabled to acquire specialised materials including extensive multi-media resources and computers.

The universities and the research libraries, particularly need support for the acquisition of sophisticated materials; after all the micro chip technology is gaining prominence in the industrialised countries. Hence it is about time that Ghana also acquired, even though on a minor scale, some items of high technology, to control the information problem.
CONCLUSIONS.

User education appears in the literature of library science under several headings, such as 'library instruction' or 'information needs study', etc. Elucidating on this, Menzel wrote that:

"Information needs are not synonymous with either demands or the conscious wants of information users. It is not the information that users are aware of wanting that counts, not even the information that would be good for them, but rather the information that would be good for science - the process of research." (18)

Mike Brittain, in his contribution, argues that:

"User studies should be concerned with the growth and structure of knowledge, with the creative process, with the way in which knowledge accumulates its transmission as well as with the psychological aspects of information flow". (19)

The concept of user studies, therefore, should refer to the studies of the use of, as well as the demand and the need for, information. In this context the user is seen as the person or the recipient who has perceived an anomaly in his knowledge of the world and is trying to find messages which are aimed at correcting the anomaly.

It is becoming increasingly evident that empirical research needs to be done to establish the need for user education in Ghana. Several factors of the day, economic and political dictate that quantification be applied to any educational effort. No longer are intuitive concepts (based on observation and experience) adequate by themselves to justify the needed investment of hours and resources into instruction. Ideally, the effect of user education should be a change in the user's information-seeking behaviour. Empirical studies may be able to successfully demonstrate such changes. Once this is done and published it would appear that a good chance exists for cooperation among the faculty and the administration to support the introduction of user studies.
Ghanaian librarians and information officers have made some efforts at user education studies and some have even expressed their belief on the subject in the national newspapers, as a way of giving it official attention. Mrs. Boye, for example, is of the view that:

"In the contrived environment of published sources in the school library, he needs the skills for finding bits of information hidden in various sources - books, periodicals, and the non-print educational media (films, tapes, film strips, slides, records, etc.) that are now regarded as legitimate educational material and are provided in modern school libraries". (20)

She goes on to stress that:

"Should our educational planners and policy makers decide that the output of our school system should consist of individuals with different and unique talents, and therefore direct educational reforms towards this end, their decision will have far reaching effects on instructional practices." (21)

User education, undoubtedly, should become one of the factors which would enable these envisaged reforms in the instructional practices to be transformed into reality.

No matter which way one looks at it; whether from the point of view of the social sciences, science or technology, it is no longer safe for Ghana to ignore the concept of user education. Indeed, in a country which is only now beginning to adopt the 'book culture' it is necessary that information handling or user education studies be developed simultaneously with the 'reading habit'. This is the surest way the processes of education in Ghana (of course the nation invests very heavily in education) could be seen to be enhanced.

In summary, the effects of user education in the Ghanaian institutions should invoke the following considerations:

(i) Students should be educated to solve intellectual problems themselves without overmuch dependence on mentors.
(ii) This cannot be done effectively unless they draw as widely as possible on resources held in libraries. Competence in the use of the library is one of the liberal arts. It deserves recognition and acceptance as such in the curriculum. It is furthermore a complex of knowledge, skills and attitudes, not to be acquired in any one course but functionally related to the content of many.

(iii) Without user education students cannot tap all the resources of the libraries.

(iv) The independent approach to problems should continue after tertiary education is completed, at which time library skills are even more important.

(v) The student will get more from studies if he can find out for himself.

(vi) He will perform better in examinations because of wider learning possibilities opened up.

(vii) Information gathering techniques will be vital for many in their occupations, particularly for scientists and technologists.

(viii) The costly resources of libraries would be more fully utilised.

(ix) The formal interaction of library staff with students would create a sense of confidence among students to approach library staff for direction just in the same way as they are encouraged to be inquisitive with their lecturers.
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APPENDIX

INFORMATION RETRIEVAL PROJECT.

PAISLEY COLLEGE OF TECHNOLOGY, RENFREWSHIRE.

Conduct a literature search and compile an annotated bibliography on the subject of ....

Using the resources of the college library compile a list of 25-30 references on your given subject. Follow the steps outlined in the hand-out/hand book. When you have checked the general sources, use appropriate Abstracting and Indexing services to trace periodical articles starting with the most recent issues and working backwards in time, until an appropriate number of references have been found. Remember, that for the most recent papers you will need to consult current issues of journals and 'Current Contents'.

Having established the existence of relevant articles using these sources where possible, consult the original publications.

Presentation:

Use A4 paper.

Provide.

1. A title page and contents list
3. Outline the way the search was conducted. List any major sources used. Note any major difficulties encountered (Be honest!) About 500 words.
4. Provide a key to any special symbols and abbreviations used.
References.

For each item of the following, details should be given.

1. A full bibliographical citation.
2. A short note indicating the contents/subject matter of the article, book, etc.

Arrange the references in subject groups; within each group number the references for indexing purposes, i.e. A1.....A6; B1.....B9..... If you have been able to consult the original papers, please indicate those consulted with an asterisk.*

Index.

Provide an author index, including all named authors, and a subject index listing all major topics, organisms, substances, etc. referred to in the bibliography. In each case the index entry should refer to the abstract number you have assigned, not the page number.

The completed work should be handed in by.............