

UNIVERSITY OF NAIROBI

LIBRARY MAGAZINE

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Editors:

Shiraz Durrani

Fred E. Wadundwe

P.O. Box 29053

Kabete

Technical services:

Mrs. J.M. Muchiri

Mwongela Ngiti

Harry Muchene

We acknowledge the financial contributions made by Library staff towards the purchase of hard covers for this Magazine. The efforts of the Bindery staff in binding, and of other staff in all sections and Libraries has made it possible for this Magazine to be published.

Cover design by Samwel Kinyanjui (Main Library, Cataloguing section) shows the role of libraries in our society. The knowledge gained during the two struggles of humans (against nature (tree cutting) and against other humans (foreigners stealing our wealth) is passed by the elders of our nationalities to the libraries which hold information in various forms: books, records, tapes (national literature), photographs, films. This knowledge is then passed by the libraries to the younger generation which uses this knowledge to improve material welfare of the society.

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UNIVERSITY OF NAIROBI. LIBRARY MAGAZINE

NO. 1 JULY, 1971

From the University Librarian's Desk

Those of us who have been in the University library service for some time will recall a time at the beginning of this decade when there were 2 staff at Kabete 2 staff at Chiromo and one staff at the Medical Library, which was in a small room in a wooden hut. The other library staff worked in the Main Campus. All the staff who went to work in these libraries had been working in the main library before and were therefore known by the staff.

The situation has changed considerably. There are now nearly 50 staff in libraries other than the main library and these libraries have increased in number to nine. Some of these staff have never worked in the main library, having gone direct to the particular library after joining the University.

Staff in the University library service has also increased tremendously. At the turn of the decade, the total establishment for the libraries was 60 staff. Currently, if all posts in the library service were filled, there would be some 210 of us.

Due to these developments, it has become progressively difficult for library staff to know each other easily or to know what is happening at the various libraries of the University. Even in the main library, it has been found that some staff know little about the operations in departments other than those they work in.

It is therefore with pleasure that I applaud the library staff's wish to start a "house magazine" to communicate with themselves and perhaps to inform others, as well, of what is occurring in the University library services. The contents of the magazine will depend on the contribution by library staff and it is hoped that their enthusiasm will continue and that although "quality" is said not to be the most important criterion, staff will do what they can to keep it at a reasonable level.

Communication between libraries in the University and the staff within them should not end at this magazine but should be enhanced by it. Staff should be prepared to inform others on themselves and what they do and should be interested in the work of their colleagues. In this connection, I wish to congratulate the staff at the Kabete Library for organizing recent Workshop in which staff in other libraries had the opportunity to share with them experiences of working in the Agro-Veterinary Information Service of the University. This Workshop will be reported in this or later issue of the magazine. It is not surprising that this magazine is being edited, at least at the launching stage, by staff from the same library. Such contacts should continue but in organizing them we should make sure that they enhance rather than disrupt the service given to the University community.

All Library staff in the University are one family with the same objectives. All of us have an important role to play in the provision of the necessary literature and information to our colleagues in the University as well as others requiring it. As an article in this magazine states "We are all needed."<sup>1</sup>

Take the case of a book required by a course in a department. Before the book is ordered, the correct bibliographic details have to be found. If a member of staff provides wrong details or if they are wrongly typed, there will follow queries by suppliers and by the time the book eventually arrives, the course will have ended. On the other hand, the book may arrive but kept in Cataloguing Department for a long time with the same results. Or consider the book that is purchased, catalogued and then wrongly spine-marked. This book will end in the wrong place on the shelves and all the staff time spent on it and the funds used to purchase it are for all purposes wasted as it can only be found accidentally. One can go on and on. What we should all realise is that whatever duties we are performing, they are an important link in the whole library service and should be proud of the part we are playing.

Lastly, we, the library staff, are the library service. What we do and how we do it will determine the attitude of others towards us. Harmonious relationship between ourselves and with the entire University community will make our work pleasant, meaningful and successful.

J. Ndegwa  
University Librarian

<sup>1</sup> See: GATHUI MANYARA: We are all needed. p. 52.

\*Eds.

ABOUT THE MAGAZINE

Our experience with contributions for this first issue has shown the enthusiasm with which the Library staff have greeted the magazine. To let all those interested to participate fully in producing the Magazine, we welcome all those interested to contact us to form an editorial committee and other committees like publishing, distribution etc. We hope to call a meeting soon of all those interested to plan future issues. We also need reporters to run columns such as staff news from various campuses and libraries, other events in the country.

We also hope to run a column on news ~~and views gathered by~~ staff members on visit to their homes during leave..... We also request all staff members to send us suggestions for a name and a symbol for the Magazine. Although this first issue is called University of Nairobi Library Magazine, we hope to have a proper name for it. The following points should be considered in selecting a name:-

1. The name should preferably be in Kiswahili to reflect the National language of the workers in Kenya.
2. The name should reflect the role of library in an institution like the University as the highest learning institute, and also as reflecting the role of Library as keeper and distributor of knowledge and information in Kenya as a whole.

The variety of article in this issue, makes it clear that we do not restrict publication of articles on grounds of 'quality' or lack of 'professionalism'. Since these terms are usually used to censor certain points of views or section of workers, we welcome articles on any subject, in Kiswahili or English from all library workers.

From the UNESCO CHARTER OF THE BOOK :

EVERYONE HAS THE RIGHT TO READ

Society has an obligation to ensure that everyone has an opportunity to enjoy the benefit of reading. Since vast portions of the world's population are deprived of access to books by inability to read, governments have the responsibility of helping to obliterate the scourge of illiteracy. They should encourage provision of the printed materials needed to build and maintain the skill of reading... The ideas and information thus conveyed (should) continue to meet the changing needs of the reader and of society.

BOOKS ARE ESSENTIAL TO EDUCATION

In an era of revolutionary changes in education and far-reaching programmes of expanded school enrolment, planning is required to ensure an adequate text book component for the development of educational systems.

SOCIETY HAS A SPECIAL OBLIGATION TO ESTABLISH THE CONDITIONS IN WHICH AUTHORS CAN EXERCISE THEIR CREATIVE ROLE

The Universal Declaration of Human Rights states that "everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author"... All countries have the right to express their cultural individuality and in so doing preserve the diversity essential to civilization. Accordingly they should encourage authors in their creative role.

A SOUND PUBLISHING INDUSTRY IS ESSENTIAL TO NATIONAL DEVELOPMENT

In a world in which there are sharp disparities in book production, with many countries lacking adequate reading materials, it is necessary to plan for the development of national publishing. This requires national initiative to help create the infrastructure needed.

BOOK MANUFACTURING FACILITIES ARE NECESSARY TO THE DEVELOPMENT OF PUBLISHING

The maximum use of national resources will promote the production of inexpensive and attractive reading materials. Urgent attention should also be given to the development of transcriptions of oral languages.

BOOKSELLERS PROVIDE A FUNDAMENTAL SERVICE AS A LINK BETWEEN PUBLISHERS AND THE READING PUBLIC

LIBRARIES ARE NATIONAL RESOURCES FOR THE TRANSFER OF INFORMATION AND KNOWLEDGE, FOR THE ENJOYMENT OF WISDOM AND BEAUTY

Libraries are often the most effective means of getting printed matter to the reader. As a public service, they promote reading which, in turn, advances individual well-being, life long education and economic and social progress. Library services should correspond to each nation's potentialities and needs. Not only in cities, but especially in the vast rural areas which frequently lack book supplies, each school and each community should possess at least one library with qualified staff and an adequate book budget. Libraries are also essential for higher education and scholarly requirements. The development of national library networks will enable readers everywhere to have access to book resources.

DOCUMENTATION SERVES BOOKS BY PRESERVING AND MAKING AVAILABLE ESSENTIAL BACKGROUND MATERIAL

Scientific, technical and other specialized books require adequate documentation services. Accordingly, such services should be developed, with the assistance of governments and all elements of the book community.

THE FREE FLOW OF BOOKS BETWEEN COUNTRIES IS AN ESSENTIAL SUPPLEMENT TO NATIONAL SUPPLIES AND PROMOTES INTERNATIONAL UNDERSTANDING

**EDITORIAL:**

**LIBRARIES AND INFORMATION IN SOCIETY**

For a long time there has been a feeling among librarians at the University that there should be a regularly published newsletter or magazine to make it possible to communicate among ourselves. Now that we are over 150 in number this is even more urgent. The articles by Fred Wadundwe and Mrs A.G. Murunga express these sentiments very clearly.

This need to communicate among ourselves reflects a bigger need in the society as a whole to pass on information both written and oral from one group of people to another and from one generation to another. Information is basic for all human to communicate with and libraries are store houses where this information is collected and distributed. A library is then a centre for collection and distribution of information.

Information accumulates as time goes on and as humans make history. Basically all information is produced in the course of human struggles with nature on one hand to produce food, clothing, shelter and other material needs and, on the other hand to protect that material wealth (i.e. the struggles with other humans who aim to appropriate to themselves the wealth produced during the first struggle with nature). All knowledge developed historically through the contradictions of humans with nature and in society is the property of the people to be used and developed further. This knowledge helps to solve the new and developing contradictions with nature and in society as every new historical period presents new struggles for the production and protection of material wealth. Libraries officially store and distribute this knowledge; libraries are official keepers and distributors of knowledge which is people's property. Thus it can be readily seen that we librarians, as keepers and distributors of people's knowledge, perform a very necessary role in the society.

But this is being philosophical, and perhaps flattering the librarians too much by giving them honorary titles in social history: The reality of history is the practice of history: those who actively make an effort to distribute the accumulated knowledge to the people are performing their social roles as librarians. Let us expand on this.

To what extent are we consciously distributing books or showing ways of reaching books on subjects relevant to the national population in its struggles for the production and protection of our material wealth? In other words, are we working mechanically as desk clerks ordering, cataloguing, binding, shelving, cleaning and sweeping without the awareness of the social reality outside the concrete walls that store the knowledge, the people's property?

Some colleagues argue that though they feel they can do much more in distributing knowledge on subjects of interest to the national population, they are actually unable to do so as knowledge under capitalism has become the property of only the bourgeoisie. This is true, as knowledge which develops socially is continuously stolen and capitalized by individuals and resold to the society. Thus those who have money can buy that knowledge. For example take the case of the wealth of knowledge in our national arts and literature ('oral literature') which has been socially stored for generations by elders of all the Kenyan nationalities. Then the foreigners posing as scholars and probably sponsored by foreign publishing firms, continue harvesting our crop and eating it while we just look: they write books on us having extracted information from us, copyright them and sell them back to us and only the rich among us can buy them.

While this argument is true, we must also not forget that in our constitution we have freedom to receive and communicate ideas. We librarians must hold this statement in our constitution sacred and use it to fight all the concrete walls that are made to stop knowledge being given to the society from which it is harvested. In full the quotation in our constitution is:

...no person shall be hindered in the enjoyment of his freedom of expression, that is to say, freedom to hold opinion without interference, freedom to receive ideas and information without interference, freedom to communicated ideas and information without interference (whether the communication be to the public generally or to any person or class of persons) and freedom from interference with his correspondence.' The Constitution of Kenya. 1969. Chapter 5: Section 79 (1) p. 42.

This statement gives Kenyans a constitutional right of freely receiving and communicating ideas. It is a statement of recognition by the people of Kenya that knowledge is the right of all human beings and to receive it and to communicate it is consequently also a right.

Thus the freedom to communicate ideas and information without interference is our democratic and constitutional right. It is the right that we librarians must practice and in that join the national population in the struggles for production and protection of our national wealth.

Thus it is on the basis of understanding the role of information in society that the librarians are able to objectively examine their role as keepers and distributors of that information. When the librarians express their sentiments to communicate among themselves they reflect a contradiction that they wish to solve through communication. As librarians are also interacting with a broader society outside duty hours, they reflect also the sentiments of that society where their parents, brothers, sisters, aunts, uncles, nephews and all other relatives and friends are: in short the desire of the broad masses to have the freedom to receive and communicate knowledge.

It is on this principle that we launch the first issue of the Library Magazine.

SHIRAZ DURRANI.

#### COMMUNICATION IN THE LIBRARY

It is very difficult to know what is happening around the library system yet there is quite a lot to be brought to the attention of the people who work in the library. There are new members of staff who join us in this task of catering for the great demands of the future leaders. There are those who leave the University for better paying places and more satisfying work. There are members of staff who after serving the University for a good number of years as untrained, secure places in the training institutions. They go and return having successfully attained what they are sent for. There is promotion for them. Members of staff have many good poems, short stories and many other things to write about. But because of lack of a media all these things are suppressed somewhere.

I wish to suggest that we should establish a Newsletters to be published at the end of every month. This will give people a chance to remember the past and think about the future. After filing and shelving all day long you need something else - like trying to be creative. Also other members of staff could be invited to write or criticise the library services. This way we get to know what is happening around us. The new member of staff joining us will let us know where they were before, whether trained or not. Often places, only few people at the top are known but the masses are left out. In this newsletter everybody should be concerned for as we all know, if only one person is missing then one important job won't be performed. So if a cleaner is being transferred, let it be known to all so that when one goes to Kikuyu, he is not surprised to see Karani there.

There is a member of staff who keeps on asking me how we are doing in Chiromo. I work in Kabete, not Chiromo. If we had a way of communicating, we could not have these kind of mistakes. Also if we had our own newsletters, we would have a chance of knowing how it is outside. I am sure people like Jack Matthew, Jacinta Weru and John Lilech would tell us what they experienced in Britain.

Members, what are your views about establishing a newsletter or any publication where we can have a chance to write one or two words about our environment. Nation and Standard can hardly accept to publish what role libraries are playing in the country.

F.E. WADUNDWE.

KABETE LIBRARY.

It is an overdue fact that the library needs an instrument of communication such as this newsletter. Up to now the situation has been to rely heavily on rumours or hearsays. There has hardly been any formal information regarding staff matters. A member of staff may be promoted for example, but there is no official communication to the rest of the staff. Instead we hear of such news through other departments of the University. This is an embarrassing situation. Such newly promoted staff might be confronted with disobedience of some sort : from his/her former grade colleagues as the latter would not be aware that the former has now a new type of authority over them. Simply because of lack of communication. For example about 3 months ago rumours circulated that certain members of staff were promoted, but to most of us this might still be a rumour as no official communication has yet come through to the effect. Unless it is supposed to be a secret !

It is not uncommon for members of staff to tell unknown new members of staff to keep out of staff working areas, simply because they mistake them for students. Staff transfers and staff resignations go almost without saying. This is excluding the few who manage to be given farewell gifts. But even then only the staff in the Main Campus are informed. And if it is a member of staff from the sublibraries then it is definitely unknown to the staff in the main campus. Some go on study leaves but the rest of the staff are not informed. It is like a member of a family who goes away somewhere either for good or for a long time without bothering to tell the rest of the family members.

Library staff should be informed of such things no matter how small they might appear. Let us not continue living in the World of rumours. Let us have the facts, small or big, as it is easy to be spoiled by rumours or either to underestimate them or to overestimate them or even to ignore them altogether. Let us sift facts from rumours and circulate them to the staff in good time, so that anything outside the formal communication can then be known as rumours and be left to the rumour mongers.

We like being informed and let us refuse to continue living on rumours which we might not be able to substantiate. Let us talk through this newly launched newsletter.

ACHIEVEMENTS OF DEMI NA MATHATHI GENERATION

We hear of Belfast, of Soweto and of Vietnam. We hear how the youth take up challenges and struggles from the old generations. We hear of youth uprisings which history teaches us always brings progress. So is also with Demi and Mathathi generations. The Demi yes. I remember, the fierce fighters, afraid of no women or man, of no obstacle, who travelled the land fierce as lions. We hunt animals so that children sleep with full tummies.

The Demi and Mathathi generation. The thick forest surrounds us. But this generation had no otherwise but to cut down the forest. The tamed animals we would keep would not get better pastures in this vast forest. I found myself transformed and from that far end, I could not reach the other end. The end I come from. The message passed from that end does not reach the A to Z lines. And the mileage covered by us daily in search of food is great.

We went on ~~perusing~~ every leaf and branch of tree everyday. My people come from Metumi and settled in Kihumbu-ini not far from Gituamba and Gakarara. The homes of Karinga. The Church which split from Kihumbu-ini and strongly indentified itself with nationalists. And they built a seminary there in Gituamba. The very first four priests were trained by Alexander whom they engaged from South Africa.

The mighty Chania was always the problem we faced. The river has a steep side on Kiambu side. But it had rocks which were covered by water at this place. We named it Kiriri simply mean big 'big bed.' But the other one Kiama had cut it, way down at one place almost a mile. This "Urumathi" helped us greatly. It was a dry land covered with a deep thicket. But in spite of this we remained counted for our fierce approach to Dorobo. They occupied the present Kiambu. But to our surprise, they one day moved from this area for fear of noise which was made by hawks. And they mistook them for enemies. They were good warriors.

Food became scarce and we had to clear parts of forest for cultivation. We had to settle in our cleared sections of the forest. We settled in clans. Mine of "Ambui" settle in this place and our father Marigu claimed the area for his family. As time had taught us, there was no room to stand any heresy voiced to us. We did not find it fit to wade again in those areas of Mangu or such areas nears those of Kairiini, Githumu and Kinyona.

Demi generation was of hard working people. At first we used sticks but among us arose people who came to know the art of metal-works. They collected special soil containing iron and after washing, the sand which was left behind was melted. The crude metal was used for making spears, jembes. Beside this, there were seers like Mugo wa Kibiru who predicted of the coming of people with clothes which resemble the butterfly in their colour. He warned us against the foreigners and not to let them move closer to our homesteads. There were also people with knowledge of healing, Mundu Mugo. And the practice was also known by some others. The clan of Ethaga was greatly feared. We believed they had power of bringing rain and also killing magically.

And I lay beside the villages of Thika and for myself wait. Hadia I have been a girl, I would have been named Nyathika. I knew I was with my generation. The generation that travel in moving food stores, as motor cars the symbol of new technology, were called.

SAMWEL KINYANJUI.

MAIN LIBARY

### SOURCES OF INFORMATION IN AGRICULTURE

As a library catering for the faculties of Agriculture and Veterinary Medicine, we have been required to ensure that we have up to date sources of information on Agriculture for the satisfaction of both departments and members of staff. This is a big challenge to us in the library. Our readers come around in search of information on say experiments which were done in the Coast Province on coconut some years ago. Our readers also go further in search of information research going on in other parts of the World, on crops like maize, cotton; and what efforts are being made to combat diseases like rinderpest and trypanosomiasis.

To be quite a breast with the requirements of our readers, we have three sources of information namely Commonwealth Agricultural Bureau Bibliography of Agriculture, and Agris. On each of this, I will give some details about the work it does.

Commonwealth Agricultural Bureaux is one of the leading information systems concerned with the task of disseminating information in Agriculture. Usually abbreviated as CAB, Commonwealth Agricultural Bureaux, was started in 1903 in the name of Entomological Research Committee to collect and study insects like tsetse flies, mosquitoes and locusts which were infectious to man, animals and crops in the British Colonies. At that time, most of the Continent was under the Colonialist and it was found that Africa could be a better source of raw materials for 'home' industries.

In 1933, CAB changed from Entomological Research to Committee to Imperial Agricultural Bureaux. In 1948 again it changes to Commonwealth Agricultural Bureaux, headquartered at Slough in United Kingdom. It is founded by the governments of the Commonwealth countries who provide support and administration in order to disseminate information for agricultural research workers scattered all over the World.

CAB publishes abstracting and indexing periodicals which come out regularly.

An abstract is a summary of an article accompanied by enough bibliographical description to enable the publication to be traced if need arises. An entry is laid down in the following way:

- (a) The names of the authors.
- (b) The title of the article.
- (c) The body of the abstract.
- (d) The name of the journal from which the abstract was got.

Volume number, Issue number, pages and the year of publication are all mentioned. All these are mentioned so that if a reader finds the abstract of interest, then he ~~she~~ does not have difficulty in getting access to the article itself.

Indexing is where all the details are given but not a summary of the article. Without an abstract, you still have a chance to look at the article itself because the title, authors, name of the journal, year of publication and the volume number are all given.

CAB Has a very well organized system of collecting and distributing information. There are 13 CAB abstracting units each assigned to collect information related to its field in all languages. Scientific information officers at the CAB abstracting units go through approximately 8,500 scientific journals and many other publications in search of any information relevant to their fields. The search is made in more than 35 languages. As the search goes on, references of scientific value are abstracted and indexed for inclusion in the CAB Abstracting and indexing journals.

For convenience, each unit specializing in a particular area of agricultural science is situated at or near a research organization involved in the same field of research. After the work of abstracting and indexing is over the abstracting units forward their prepared references to the Production Unit at the CAB headquarters. References sent to the Production Unit are on standard forms. The material on these forms is converted into a computer readable form. Then the computer system organizes the abstracts into sequences for the several journals according to the codes given by the information officers at the Abstracting Units. Also compiled are the author and subject indexes. The indexes, both author and subject make our work quite easier when it comes to searching information say on cotton research in Uganda since 1955.

Mentioned below are a few of the abstracting and indexing journals but the total number of journals published by CAB which we subscribe to for Kabete Library is 19:

Animal breeding abstracts

Veterinary Bulletin

Soils and Fertilisers.

World Agric. Econ. and Rural Sociology abstracts.

Index veterinari.

#### BIBLIOGRAPHY OF AGRICULTURE

Bibliography of agriculture is another source of information available in our library. This publication is a monthly index to the literature of agriculture and allied sciences, produced by the National Agricultural Library used primarily to provide reference bibliographic services and to prepare retrospective bibliographies. It started publication 1942.

Material for publication in Bibliography of Agriculture (Abbreviated as B and A) is obtained by serches into journal articles, pamphlets, government documents, special reports and proceedings from all over the World. The search for all these materials is carried out by experts in the National Agricultural library in Washington, D.C. With the use of computer, searching of information is not a difficult job.

It was as a result of the 17th Conference of FAO in January, 1975 that AGRIS was born when FAO was given the mandate to establish an information system that would be responsible for receiving and processing all literature collected worldwide. The success of AGRIS was to depend on fact that each country willing to participate in this information system was responsible for collecting information on agriculture published within its territory and send it to the AGRIS Coordinating Centre of FAO. In return for this kind of service, the participating country benefitted from the merged total data base.

AGRIS. (International Information system for the Agricultural Science and technology) is one of the information systems available to our library, is a cooperative system for receiving information on Agricultural literature which has been collected by each participating country. After all the literature has been received by the AGRIS Coordinating Centre of FAO, it is processed by a computer. The input received from the participating centres is emerged into a magnetic tape data base from where we get the following:-

1. AGRINDEX - A monthly indexing journal with printed and classified bibliography.
2. A MAGNETIC TAPE SERVICE in which all references is contained in the bibliography are available in a machine readable form. We do not have this kind of facility but using AGRINDEX only we have been able to provide enough information required by our users. Magnetic Tape Service will probably be available in future at Kabete library.

Since the operation of AGRIS started, from 1975-1978, a total of 355,185 references (contained in AGRINDEX Vols. 1-IV) have been published with their bibliographic citations, subject and other aids for their retrieval. One cumulative author and subject index to the first three vols. was published in 1978 and will be published in future after every two years. As from this year 1979, AGRIS journal has been reassigned to provide more space of indexing terms. Plans for future includes provision of abstracts. To ensure that librarians in charge of agricultural libraries are quite well informed about what AGRIS in the World of Agriculture, seminars are ~~organized~~ held ~~in~~ Kenya to acquaint them with the latest developments. One such seminar was held in Kenya in 1977 at K.A.R.I. Participants in this seminar were drawn from the Eastern Africa and the University library was also represented.

SIGNED

F.E. WADUNDWE

KABETE LIBRARY

The University of Nairobi Library was officially designated as a place where public archives may be preserved in 1974. However, it was not until 1978 that a professional archivist (the present writer) was appointed to the University Library staff. The appointment of an archivist in the Library has set people questioning the meaning of archives and the role of an archivist within the University Library system. In this short paper the writer intends to briefly answer these two important questions.

What are archives ? Simply put archives are records of enduring value created by an office, institution etc., in the process of executing their official duties. In the case of a University, Therefore, archives should be records of enduring value created by an institution of higher learning in the process of accomplishing, in official ways and activities, the purposes for which it exists. Records of any institution have a life history, starting from the current (active), through semicurrent to noncurrent (inactive) stages. It is the last stage when records become noncurrent that they either qualify to be archives or not. When records reach noncurrent stage they are subjected to an appraisal test by a qualified archivist who then, with the help of experts from sections where these records were created, decides on records with enduring value which eventually become archives.

A good rule to follow in determining what types of material constitute University archives is that anything produced by the University in a planned and official way is archival. All Material about the University are nonarchival. The historian's distinction between primary and secondary sources is helpful here; that, records created by an individual or institution are primary source materials whereas those about an individual or institution are regarded as secondary source materials.

An ideal listing for the University archives would, therefore, include the official records of the various offices, departments, institutes, schools; the personal papers accumulated during the tenure of individual members of a faculty; such official publications of the University as circulars of information, catalogues of course offerings, calendars and bulletins; monographs and serials published by the University press; theses and dissertations; and official records and publications of the student body and alumni associations. The Archives Collection Section in the University and cannot therefore be compared to the ideal type mentioned here.

When organizing an archival programme for any institution the first question asked by an archivist is: where are the institution's archives and records, and how much material is there? An answer to this question can always be found by means of carrying out a preliminary survey of all possible locations and kinds of archival material and records. In case of a University preliminary survey will entail meetings, interviews or conferences with all deans of faculties, directors of schools and institutes; heads of departments; and executive personnel of non-academic administrative units. Such surveys may reveal that archival material and records may be located in all parts of the campus. With the blessings of the University of Nairobi librarian the writer carried out a preliminary survey of the University of Nairobi archival material and records. The response of those visited and/or interviewed was quite positive. As a result the archivist has compiled and presented to the University Librarian, for approval, a detailed document which spells out the policy and rules of setting up and servicing the University of Nairobi Archives Collection. In the meantime, while still awaiting for the approval of the document mentioned, efforts are being made to describe the Colonial record files related to East Africa Protectorate and Kenya Colony (1905-1955) which are on microfilm. The end of this exercise will enable research scholars to have access to valuable information which hitherto was only obtainable, at an expense, from the Public Record Office, London. Barlow and Lambert Collections have already been arranged and described and are now accessible to bona fide research scholars. The Institute of African Studies have Makhan Singh and Margaret Elkington Collections which have been archivally processed.

Our second major question here is whether it is necessary to have an archivist to look after a University's archival collection. The writer does not wish to elaborate on the difficulties a person other than an archivist will encounter when confronted with the arrangement, description and servicing of an archival collection. Librarians who sometimes come face to face with archival material usually find themselves in problems when they start applying their conventional library methods to archives. For example a librarian will insist on classifying and cataloguing all her/his books in order to have effective control of stock. This entails applying a classification designation which locates a particular book in a prearranged universal scheme of all human knowledge and activities. An archivist does not have any such prearranged schemes of classification.

In arranging and describing a collection an archivist must strive to recognize the structure and background of a collection by studying through it. In such cases no archival collection can be taken for granted. The records that eventually become archives should be kept as they were originally filed. Every basic unit (or record series, in archival terminology) should be preserved. The principle of the original order (provenance) is strictly adhered to. In case of a University archives an archivist is required by principle to use and preserve documents according to arrangement given to them by the university agency of origin.

In this paper the writer has made an attempt to give a simple definition of what archives are. In this context the scope of a University archives has been highlighted. Secondly the role of an archivist to organise, process and service any archival collection has been stressed. Perhaps as a conclusion we should stress the necessity for a University archives. The rationale of a university archives is to be found in the uses to which it is put. A functional University archives has administrative, research and teaching uses. It should and indeed does assist in the administrative efficiency by having a university's official records in one central place where they can be consulted with minimum delay. The research value of a university's archives is to be found in the large amount of primary sources it offers. Academic staff stand to gain a great deal from a well organized University archives for it provides them with the "raw materials" which form significant foundations to their teaching programmes. The point here is that a University ~~can~~ can be viewed as a research laboratory and when functioning as such it makes its contribution to the processes of efficient teaching. It is safe to assert that most institutions of higher learning reputed for their excellence in teaching and research, especially at the graduate level, also have creditable archival collections. In order for the University of Nairobi to build up a viable archives programme every co-operation will be required from those concerned. With the establishment of a well organised and serviced archival collection the university can be sure that there will be less duplication of effort, especially in research, and more efficiency in the decision making processes. In order for this programme to be realised the service of a qualified archives staff will always be inevitable.

F.E. KHAYUNDI

EAST AFRICAN COLLECTION (ARCHIVES)

WAZINDUA KUJIFUNZA KUJIKINGA NA KUJULISHWA ABLI YANU

WAZINDUA KUJIFUNZA KUJIKINGA NA KUJULISHWA ABLI YANU

Le wazindua kujifunza kujikinga na kujulishwa abli yangu  
**KUULIZA SI UJINGA** hapa ni mmoja qasimia ya kujifunza kujikinga na kujulishwa abli yangu

Katika lugha tunao msomo unaosema ati "kama hujawahi kugongwa huwezi kujifunza kujikinga". **Kama** mara mbili sasa wa-fanyi kazi ambao wanakagua vitu mlangoni wamewahi kupigwa na watu **wanaotumia** Maktaba. **Kujifunza kujikinga** hapa ni kuuliza swali moja au mbili nikijua kwamba Wahenga walisema "kuuliza si ujingga bali ni kutaka kujuwa".

Ni jambo **gani linalotukiwa** kufenyya panapotoka ghasia hapa mlangoni ? Nikipata jeraha ndani ya Maktaba yetu ama niki-jeruhiva na watu hapa mlangoni nitalipwa ama ni kitu gani Chuo Kikuu kitanifanyia.? Maana yangu kujiza hivi ni kwa sababu **matarajio** watu wawili kupigwa, hatujui ni mambo gani yamefanyika kwa sababu tunawaona wenye kuleta ghasia wakiendelea kama zamani.

Mambo kama haya yakitokea wakuu wetu wakishuhudia, sisi huwa **hatuna matarajio**. Basi ingekua vizuri kama tunaweza kujulishwa mambo haya tusije tukaona kwamba labda sisi ndio tumekosea.

Gathu Manyara

Sehemu ya Ukatalo

Maktaba Kuu.

Le wazindua kujifunza kujikinga na kujulishwa abli yangu

Le wazindua kujifunza kujikinga na kujulishwa abli yangu

## WORKING IN A SUB-LIBRARY IN THE UNIVERSITY OF NAIROBI LIBRARY SYSTEM.

The University of Nairobi Library system has the following Sub-libraries:-

1. CHIROMO LIBRARY.

This library serves the staff and students of the Faculty of Science; 1st - 2nd year students of the Faculty of Medicine; 1st year Agriculture and Veterinary Medicine students.

2. KABETE LIBRARY.

The Library serves the staff and students of the Faculties of Agriculture and Veterinary Medicine.

3. MEDICAL LIBRARY.

Serves the students and staff of the Faculty of Medicine.

4. INSTITUTE FOR DEVELOPMENT STUDIES LIBRARY

Serves staff and researchers of the Institute.

5. KIKUYU LIBRARY.

Serves the staff and the students of Institute of Adult Studies.

6. INSTITUTE OF AFRICAN STUDIES LIBRARY.

Serves the staff and researchers of the Institute.

7. FACULTY OF ARCHITECTURE, DESIGN AND DEVELOPMENT LIBRARY (A.D.D.).

The library serves the staff and the students of this Faculty.

Out of the large number of staff members who work within the system, not very many had a chance of working in a Sub-library. Those who have will agree with me about some of our experiences and may be will later on, in this newsletter, point out what I have not included.

Staff in a Sub-library have to be, out of necessity, "Jack of all trades and masters of none"

Unlike the Main Library where there are neat divisions of working into Sections e.g. Issue Desk, Africana, Orders, Processing, Periodicals, etc. these divisions are not so distinct in a Sub-library. The main reason for this is that there is not enough manpower go round. As a result, each staff member in sub-library

must be prepared to answer queries on all aspects of work that is a carried out in the Sub-library.

A break down of some of the work that is carried out in a Sub-library, shows that a lot of the work that is carried out in the Main Library is also carried out in a Sub-library only on a smaller scale.

1. ISSUE DESK.

The main work is the issuing and discharging of books; registration of library users as well as the answering of the several queries that are directed towards this Section.

2. PERIODICALS SECTION.

Receiving and recording of new journals; sending complete volumes to the bindery; claiming from suppliers journals which have not been received as well as helping readers to locate what they require.

3. THESES.

Each Sub-library keeps all theses that are done on the Campus where the Sub-Library is located. The Collection also include theses that are ordered by the departments on the Campus. As in the main library these are for reference only.

4. AFRICANA SECTION.

Most of the African material in some Sub-libraries are for circulation. This is because they are usually second copies and the first copies are for non-circulation in the Africana Section of the Main Library. Those books that are for non-circulation, are kept in a Section where they can be controlled.

5. RESERVE SECTION.

Sub-libraries are not in a position to set up a separate reserve section from the Issue desk. Reserve books are usually kept at or near the Issue desk so that they can be issued by the staff at the desk.

6. BOOK SELECTION.

Book order requests from all departments on the Campus where a Sub-library is located are sent to the Order Section in the Main library through the Sub-library. The Sub-library keeps a record of what has been ordered. The Sub-libraries in charge of the library also sends out publishers Catalogues and other information on new books to the departments on Campus.

## 7. REFERENCE SOURCES

This is a very important Section which does not seem to get the attention that it deserves. Expensive books etc. are available in this Section but because of the lack of a full-time staff member who would be at hand to instruct users on how to use the material as well as ordering of what is really needed, this Section tends to remain under-utilized.

## 8. ADMINISTRATION

This is done by the Sub-librarian in charge of the library.

It is not easy for new staff members to be well acquainted with the work that is carried out within a very short time. A lot depends on the individual's initiative. There are those new staff members who come and within a very short time, are able to master and become very well acquainted with all aspects of work in the Sub-library. There are others who have little initiative and are not quick enough to get the hang of things. For them working can be very difficult because they are most of the time confronted with questions whose answers they may not have the slightest clues as to where they should start checking first.

For anyone who enjoys challenges, working in a Sub-library can be quite a joy. There is never enough time and everyone is forever on the move especially during the term time.

The idea of having to master everything that goes on in a Sub-library is in itself an asset to the individual. He/she gets an idea of what work is involved within the library system. If later on the individual is transferred to a Section in the Main library, for example, he/she cannot be quite lost because he/she has an idea of what the Section involves. The monotony of the work is also broken in that within a day, a staff member is likely to have to serve in several of the Sections outlined above.

## CO-OPERATION:

Sometime back, Sub-librarians got together and decided to be holding regular meetings. Those that were held proved to be very fruitful. Mutual problems were discussed and ways of solving them were arrived at. This sort of cooperation between Sub-libraries should be encouraged.

On the whole, working in a Sub-library gives one the feeling of being in a complete identity and yet Sub-libraries do not work in isolation, but are part and parcel of the whole library system.

Its time

And I remember the birds  
who early in morning wake me  
For around my house I have planted flowers  
And here they are  
Their sweet song wake me up.

My son don't do that  
And I remember the bird,  
One had lost it's life  
Another flew away injured  
But here they will return  
At this place  
My dear, I don't know  
Their arrival is awaited  
And the other will feed them  
I don't know. And why belt.

And this one of night  
Teeth out  
Gnawing the ripe fruits  
And masterly he moves swiftly in the darkness  
Just right from the waves  
Where light does not show  
And the distance they cover to this ground  
Is enormous.

Back at home

Here at their roast. Until the time to fly  
Just to the feeding grounds  
Natural they are; The master of darkness  
They visit our homes; a stray  
Bat, the ogre of night.

Samwel Kinyanjui

Main Library.

NATIONAL MATERIAL CULTURE IN THE LIBRARY OF INSTITUTE OF AFRICAN STUDIES

During the past two months many librarians from the Main Campus and branch libraries have been surprised to find that the library of Institute of African Studies has become a venue for exhibiting Material Culture. Mr. Gitau, the Librarian at the Institute has tried to answer the questions on the exhibition from some of his fellow librarians. I feel I owe the librarians a small explanation.

Material Culture is a collective name that is used for products made and used by people. These products in their product function categories are: Shelters, tools, furniture, containers, body covers (clothing), and ornamental objects such as bead necklaces and paintings.

Kenyan material cultures are the products made and used by the majority of the national population of many nationalities. They reflect the material conditions of the people: how the people live through what objects they use.

The current exhibition of material culture at the Institute of African Studies is a collection of Bajuni products. The Bajun live North of Lamu, on islands and along the coast. They are 25,000 in number or 0.2% of the total population of Kenya (1969 Population Census).

The exhibition is of about 400 objects systematically arranged according to the product function categories. Under the tools category is a display of Industrial Material Culture. This display shows that the Bajun have had a highly developed iron industry. The Bajun blacksmiths that I talked to and saw working on the Pate Islands were highly skilled craftspersons.

Before imperialism many industries were established at the Coast by the Waswahili. Industrial material culture reflects iron, wood, pottery, weaving, housing and building, tool and ship building industries. Many of the coastal industries, like those of the mainland (e.g. the Kamba and Meru iron industries) were destroyed by imperialism.

Another aspect of the exhibition is the dialectics of the society which is reflected in objects. For example, in the containers category there are water containers collected from the homes of the bourgeoisie (and descendants of the former Waungwana class) and those collected from the peasant-fisher people's homes. The bourgeoisie have been using imported clay water pots and the peasant-fisher people calabashes made from gourd-fruits.

In the body-covers category there are distinct differences between the expensive clothes of the Waungwana and those of the Wahamali, Wavuva and Wakulima. The males of this class use hami, a coarse loin cloth, and the females until recently wore black kaniki. The elderly ladies of this class, which has descendants of the Watumwa (or slave class), still wear the kaniki.

The exhibition will soon be lifted from the Library of the Institute and taken to the Main Campus in the middle of May. This time the venue is the basement of Education Building, which is now a part of the Institute of African Studies.

We hope the librarians who have not been able to come to the Institute will get a chance to come to see the exhibition in the Education Building.

Sultan Somjee  
Material Culture  
Institute of African studies.

\* For some more details about the exhibition see Daily Nation of Friday May 4, 1979: Miriam Kahiga; 'it's an art of life; these things are functions and not ornaments....' p.11, 14 - Eds.

#### INTERVIEW

Mr. Z.I. Wainaina, formerly stationed at Chiromo library, was interviewed before he left the University by F.E. Wadundwe on April, 18th 1979.

— When did you join the University?

I joined the University library in March, 1976. I was posted to Chiromo Library after orientation in Periodicals Section and the Issue Desk, Main Library.

— Where were you before?

Before joining the University library services, I was with Ministry of Natural Resources. At first I worked in the Department of Mines and Geological for 5 years. In 1974, I went for a library Assistants' Course at the Kenya Polytechnic. After the course I went back now to work in the Forestry Department's library as a librarian in charge of the Nairobi Library. At this stage, I initiated the establishment of a forestry school at Londiani in the Rift Valley Province.

- Why did you leave the Ministry of Natural Resources ?

I left because I wanted to acquire more experience in library work in a better organized and larger library.

- Have you had any further training ?

Only the orientation that I had when I joined. This was at the Issued desk and in Periodicals Section of Main Library.

- What impression did you get at Chiromo Library.

I thought that it was a small place, only to find that it was the contrary. I have found it to be the busiest of all the libraries within the University.

- Why do you say it is the busiest Library ?

I say this because the amount of work to be done is too much in relation to staff. There are few members of staff and when it comes to shifts, it becomes more difficult for the few who are there.

- What was your actual work ?

An answer to this query is very difficult to pin down but, precisely it was everything done in a Sub-library other than administration.

- What problems did you encounter ?

Firstly, the issued desk consumes quite a lot of everybody's time. You don't have any time left to learn new things. Secondly, changes in staff got me involved in training new members of staff, all the time. Thirdly, there are very few readers in the library at night when you are on duty.

- Was there any cooperation between you and the other members of staff?

There was some cooperation and I enjoyed it. Readers were also very cooperative.

KITHUMBU-KINI REVISTITED

Bush's memory will now begin to fade as he grows up.

Bush. That was what we were calling him. I had known him by that name. A slim tall boy. A boy who you would guess that he had been in the service of Kago. But alas! That was many years ago.

I am always surprised at the rate which our town is expanding.

And it's true some speculations hold some water. For our city will expand beyond the area presently occupied by city centre. Here there will be no room for all offices.

It was recently that I passed a few yards from my old school

Martin Luther. We used to walk around this place. It was common to see giraffes at the east end fence of this school. There was a sisal estate some few yards away. And we used to cross the road to the railway yard. Here there were trolleys. It was easy for one boy to push it while others rode. But what happened one day. I held this one reservation. For we just heard one cry. The boy had decided to stay alone. I don't know. We heard him cry. And some of his fingers were cut. What happened afterwards? I don't know.

When I joined this school, there was this teacher. The big as whisker. And he always was heard saying better to leave back a record 'Keba ngumo iture'. It really happened that a boy broke his leg. But that was not Bush. He had to hold his reputation in the shrewd argument he encountered with teachers and students alike.

He was from a distant hamlet. He was crossing Kiama and Mia. One day our teacher had to check what we had for our lunch. Bush for his eminence partly shown by shrewd argument, was the target of this check up. But this was not the time to give up. He had stones wrapped in paper. His companion had cow dung. But to our surprise they both had something to confuse the teacher. For Bush, he said his were sweet potatoes. And for the other one; here I have green stuff. And of having a taste. And in front of all, Bush said that was not good. And that is a punishment Sir, And we all fell into laughter.

SAMUEL KINYANJUI

CATALOGUING

MAIN LIBRARY.

## SAFETY OF LIBRARY WORKERS AND STUDENTS

Having worked in the Library for more than five years, I think we need to re-evaluate some safety measures to ensure safety of all library workers and students as well as to make sure the material in the library are preserved for future generations.

### FIRE HAZARDS

The Library contains books newspapers etc. which can easily catch fire. Although one of the Library regulations prohibits smoking in the library, carrying a box of matches or a lighter is not prohibited. Besides smoking, there are many other ways in which a fire can start (e.g. through an electrical fault). Are we in the library sufficiently trained to deal with a fire should one break out? How many of us actually know how to operate the fire extinguisher, or what steps to take to stop a fire from spreading? In my opinion, we should be trained to deal with any fire emergencies.

LIFT. Should books and belongings sent up in the lift be safe? We should also think of the possibility of someone getting stuck in the lift. If this happens during office hours, we can ring the service company (though not many of us know who they are). But if one gets stuck in the lift in the evening, and if those on duty do not know how to get help, the person may have to stay locked in the lift until the next day.

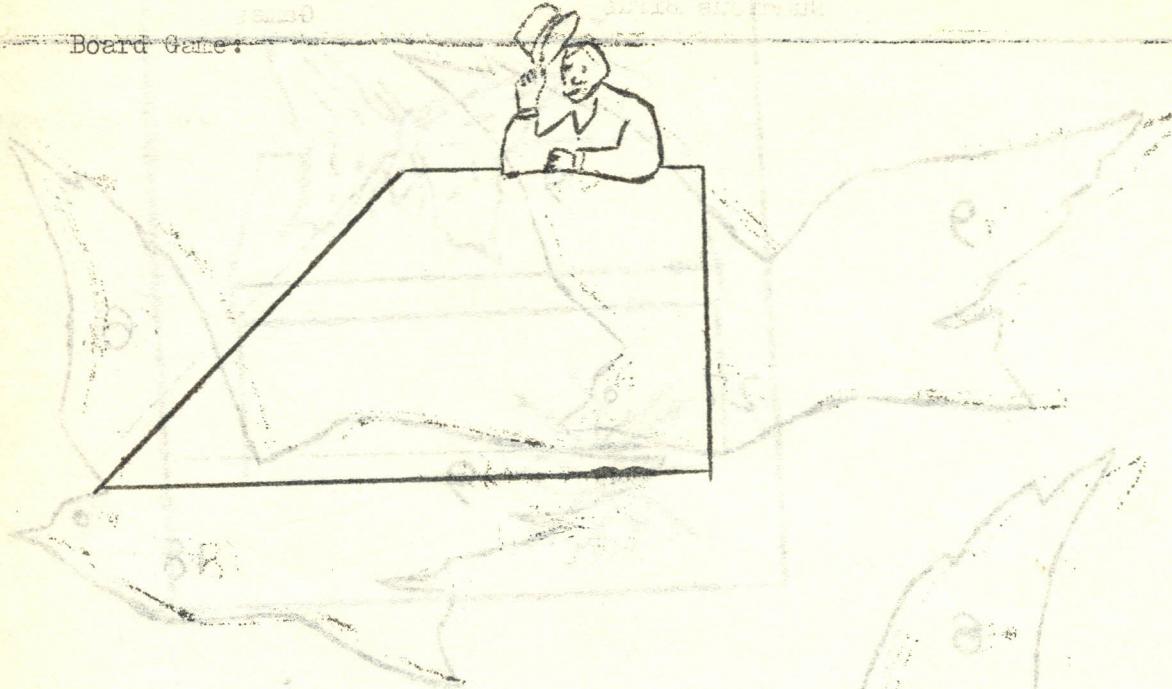
These and other problems of the security of library workers and students who come to study should be looked into. At least these points should make some good discussions of safety of workers and students during our tea breaks and time offs when 'sunning' on the Kamukunji lawns.

### SECURITY.

Those who are conscientious in this library know that their job in this library is not merely to report on duty but to do their work well. But it becomes difficult when your work has not been clearly defined.

When we catch a thief, we do not know who is supposed to take him/her to the police. When someone is making noise in the library, who is supposed to tell him/her to keep quite? In the last few years we have caught many thieves in this library with the help of students. Once we have a thief in our hands a problem arises when making a statement at the police station. We do not know what is going to happen as we do not have any past police experience.

Board Game:



Problem: No. 1: The polite gentleman wants to know how to cut this board into 4 equally pieces shaped like the original. Can you think of a way?

Answer on page 33.

MICHAEL M. GATHUA  
CHIROMO LIBRARY.  
Taidzira

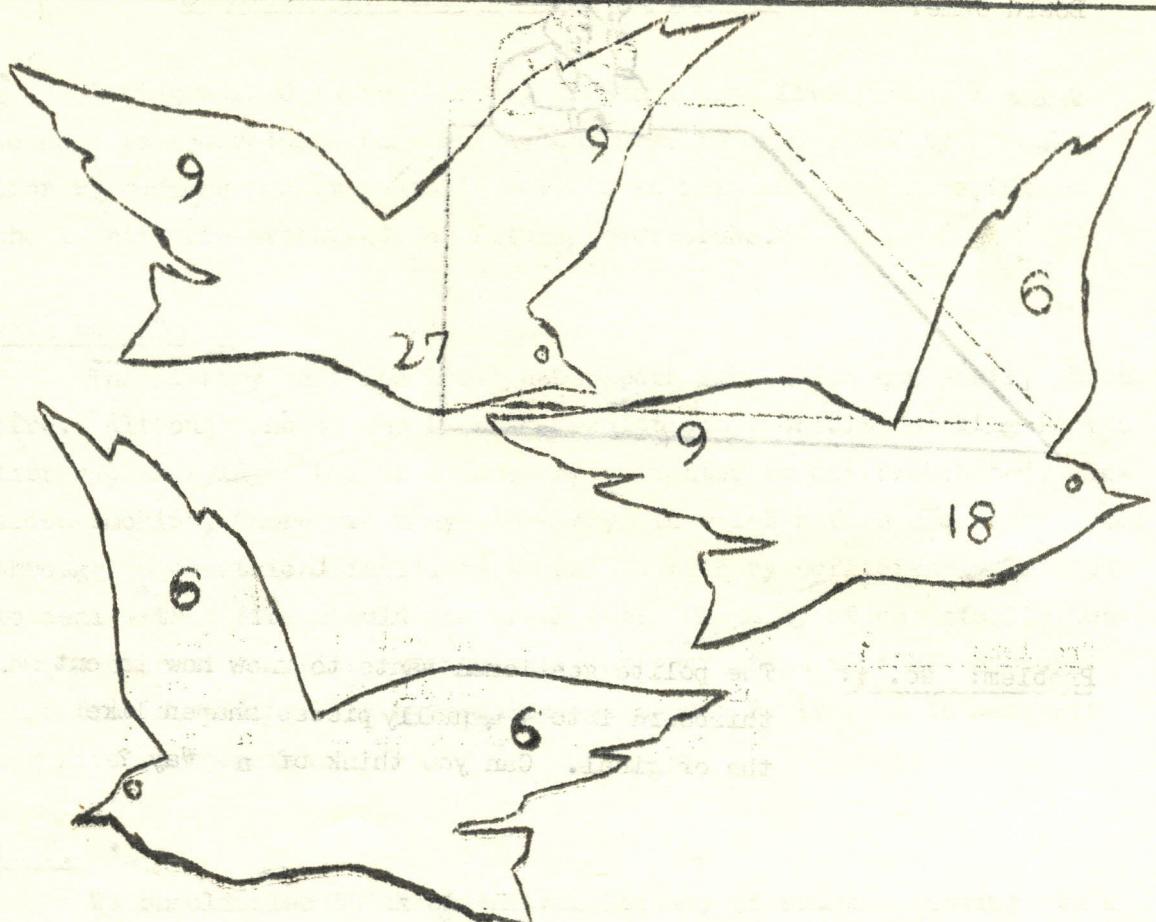
#### SAFETY OF LIBRARY WORKERS AND STUDENTS (CONT.)

The question I would like to ask is why is this left in the hands of Library Attendants? Since the University has a Security Officer, such cases should be handed over to him.

GATHUI MANYARA.

CATALOGUING Section

MAIN LIBRARY.



Problem No. 2. The numbers on a bird's wings are related in a certain way with the number upon its body. Can you figure out the relationship, and supply the number missing from the third bird?

Answer on page 33. *Editorial Team of KIDS AG*

We reproduce below and on the following pages translations into Kiswahili of some common library terms. These have been taken from a Tanzania Library Association publication. We record our thanks to TLA. The list has been arranged by us to help our various library sections.      \*\* Eds.

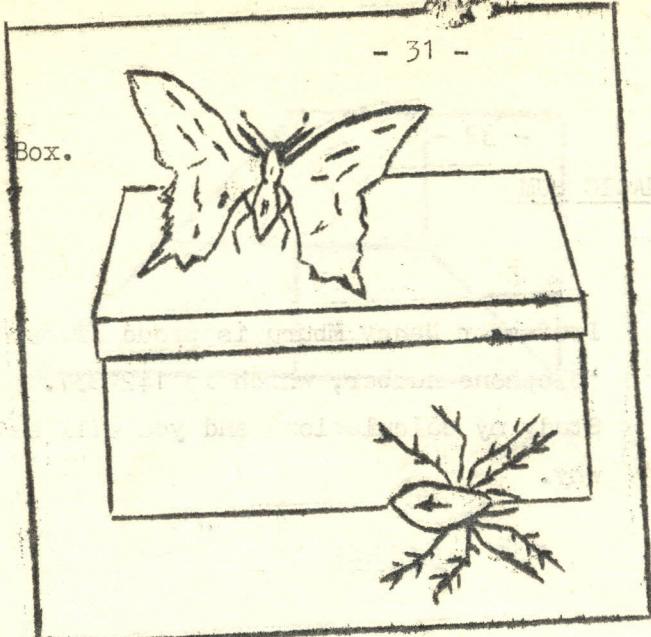
KISWAHILI LIBRARY TERMS: Bindery

Bindery unit: Kitengo cha ujalidi.

Binders: Wajalidi.

Chief binder: Mjalidi mkuu.

The Biologist's Box.



Problem No. 3. If the sum of all the spiders' and Butterflies' legs inside this box is 54, how many of each does the box contain ?

N.B. There are several of each kind of creature.

Answer on page 33.

MICHAEL M. GATHUA

CHIROMO LIBRARY

KISWAHILI LIBRARY TERMS: General

Library: Maktaba.

Librarian: Mkutubi.

Acting Librarians: Kaimu Mkutubi.

Assistant Librarian: Mkutubi msaidizi.

Library Assistant: Msaidizi Maktaba.

Trainee Librarian: Mkutubi mkurufunzi.

Library staff: Wafanyikaži wa maktaba.

Library committee: Kamati ya maktaba.

Library user: Mtumiaji maktaba.

Library service: Huduma za maktaba.

Library Association: Chama cha ukutubi.

Library Attendant: Mhudumu maktaba.

Librarianship: Ukutubi.

Cleaner: Msafishaji.

Mobile library: Maktaba isafirio.

Youth library: Makataba ya vijana.

University library: Maktaba ya chuo kikuu.

Special library: Maktaba maalum.

Public library: Maktaba ya umma.

Refrence library: Maktaba ya kumbukumbu au : Maktaba ya marejoo.

Research library: Maktaba ya utafiti.

Archives: Nyaraka za kale.

Branch library: Tawi la maktaba.

Main library: Maktaba kuu.

National library: Maktaba ya taifa.

National bibliography: Orodha vitabu vya taifa.

Enquiries: Maulizo.

MAGIC SUM

Problem: No. 4.

Professor Nancy Mburu is proud of her telephone number, which is 1422857. Study my calculations and you will see why.

$$1 \times 142857 = 142857$$

$$2 \times 142857 = 285714$$

$$3 \times 142857 = 428571$$

$$4 \times 142857 = 571428$$

$$5 \times 142857 = 714285$$

$$6 \times 142857 = 857142$$

But what happens when you multiply the number by seven ?

Answer on page 33.

MICHAEL M. GATHUA.

CHIROMO LIBRARY.

KISWAHILI LIBRARY TERMS: : Orders section

Orders section: Sehemu ya uagizaji.

Gift: Zawadi.

Publisher: Mtoaji vitabu.

Publisher's catalogue: Mpangili wa mtoaji vitabu.

Price: Bei.

Not in stock: Hakipo.

Order: Agiza.

Order card: Kadilagizo.

Printer: Mchapi.

Paper-back: Jalada laini.

Order file: Jalada la maagizo.

Ordering: Uagizaji.

Out of print: Hakipatikani.

Pamphlet: Kijitabu.

Bookseller: Mwuuzaaji vitabu.

Book selection: Uchaguzi wa vitabu.

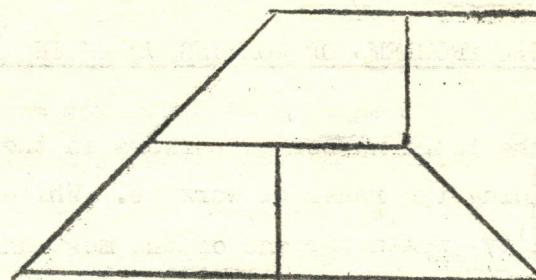
Edition: Toleo.

Editor: Mhariri.

List of books: Orodha ya vitabu.

Microfilm: Filamu ndogo.

Page: Ukurasa.



ANSWERS:

1. Cut the board as shown above.
2. The numbers on the wings are multiplied together and then divided by three, to form the number on a body. So the number missing from the third bird is  $(6 \times 6) \div 3$ , which is 12.
3. Spiders have eight legs and butterflies have six. If there are several of each animal inside the box, there must be 3 spiders (24 legs) and 5 butterflies (30 legs).
4.  $142857 \times 7 = 999999$  :

MICHEAL M. GATHUA

CHIROMO LIBRARY.

KISWAHILI LIBRARY TERMS: Cataloguing

Cataloguing section: Sehemu ya ukatalo.

Bibliography: Elimu ya habari za vitabu

Cataloguers: Wakatalo.

au : Orodha-vitabu.

Technical services: Huduma za kifundi.

Title: Jina la kitabu.

Author: Mwandishi.

Title card: Kadi jina.

Author card: Kadi mwandishi.

Title page: Ukurasa jina.

Accession (to): Nyongeza (ku).

Shelf list: Orodha ya vitabu kwa rafu.

Accession number: Nambari pekee.

Series: Mfululizo.

Volume: Gombo.

File (to): Pangilia (ku).

SOME THOUGHTS ON THE PROBLEMS OF WORKING WOMEN IN KENYA

With an increase in the total number of workers in the country, more and more women are joining the ranks of workers. While we provide our labour to the society, women are one of the most underpaid and overworked sections of the population. Let us examine some problems facing working mothers.

To begin with, we must realise that working mothers are doing the work of ~~three or more~~ people.

1. Office, Factory, house work or farm work for wages.
2. Looking after children.
3. Looking after the house, cooking and looking after husband.
4. Looking after old parents and other family members (often her own as well as those of her husband).
5. Working class women of peasant background also have to go to work in the shambas especially before rains.

It is not uncommon to find that a working mother has to wake up at 4.30 a.m. to wash clothes, prepare breakfast, wash and perform other duties before she reports for work at 8 a.m. (or even earlier at 7 a.m. for some of us). After a full working day upto 5 p.m., she returns home only to start another working day with household duties which are not paid for, nor recognized as work. She retires at midnight or even later very exhausted and gets no more than 4-5 hours of sleep before the whole cycle starts again.

Some of us have no alternative but to employ maids to help us in the above duties. But the maids themselves are mothers and exploited workers. They need to employ other even less paid maids to look after their own children. The maids are sometimes mere children and need looking after themselves but forces of economics reality have forced them to work and become mothers and workers at the age of 9 to 12. Again some of the low paid mothers cannot afford to employ maids and leave the young ones in the care of neighbours who also happen to be house-workers (commonly referred to as house-wives, as if we are married to house).

In both the cases, the working mother is always worried about her children and it is very difficult to concentrate on the work in the office.

The worst part of the problems of the working mother is that ~~she does not even seem to notice these problems.~~ the society does not even seem to notice these problems.

Everybody except the sufferers themselves behave as if it is natural for the unfortunate mothers to lead such miserable lives. One wonders why no one has come up with a suggestion to start organizations that could start homes where low paid working mothers could have their babies and children looked after during working hours. This means we should not have to pay so much money that is charged by the few kindergartens which can be used only by the rich. It is time we working women of Kenya solve problems facing us ourselves. Our husbands and fathers of our children will never take up their responsibilities through talk; as it is, they always find us talking too much. I think if we act, they will not say we are acting too much, because action makes changes and it shows the seriousness of our living conditions. It is not a talking point. Mrs P. Muturi is at present attending the Library Assistants' course at Keny. Polytechnic.

#### MAFIKIRIO YA MATATIZO YA WAFANYI KAZI WANAWAKE KATIKA KENYA

Pamoja na kuongezeka kwa jumla wafanya kazi katika nchi hii wanawake wengine wantendelea kushikilia kazi mbali-imbali. Wakati tunapo-

mfanya kazi zetu kwa kushirikianatna wanawake ndio moja wapo wan-  
olipwamishahera midogo, na wanaofanya kazi nyangi kati ya yishehemu vya  
mbali jamii. Mfanya kazi ya watoto au zaidi:

1. Ofisi, Kiwanda, kazi ya nyumbani au kazi ya shamba kwa sababu ya kujitafutia riziki.
2. Kutunza watoto.
3. Kuangalia nyumbani kupika chakula na kuwtunza mchbwana.
4. Kuangalia wazazi wazee na watu wengine wa jamii, (wakati mwingine wazazi wake na wa bwana yake).
5. Wanewake wanaofanya kazi wa kutoke mashembeni pia hufanya kazi kazi shambani hosa kibla ya nyus.

Sijambo adimu kuona ya kuwa mwanamike mfanya kazi kuamka kaunzia saa kumi unusu asubuhi kusafisha nguo, kutengeneza chakula cha asubuhi, kuoga na kufanya kazi nyingine kabla ya kufika kazini saa mbili asubuhi (au pengine mapema saa moja asubuhi kati yetu wengine).

Baada ya kufanya mpaka saa kumi na moja jioni, anarudi nyumbani kuanza siku nyingine ya kazi ya nyumbani ambayo halipwi au kutumbuliwa kama kazi.

Yeye hupumzika sua sita usiku au baade akiwa mchovu sana na hapati usi-  
ngizi wa masae manne au matano, kabla ya kuanza kwa mzunguko tena.

... kazi zilizoandikwa hapo juu. Lakini mayaya wenyewe ni wazazi wanaosumbuliwa kama wafanyakazi. Wanataka kkuandika yaya wanaolipwa kuwatunzia watoto wao. Yaya hao wanatakiwa kujiangalia wenyewe lakini kwa sababu ya matatizo fulani wanalazimishwa kufanya kazi ama kuwa wazazi na wafanyi kazi katika umri wa kuanzia miaka tisa hadi kumi na mbili. Tena wale wazazi wanaolipwa kiasi cha chini hawawezi kuandika yaya, lakini huwaacha watoto wachengan na majirani amba ni wafanyi kazi wa nyumbani (engine hufikiriwe kama nabibi wa nyumbani kama wameolewa na nyumba). Katika pande zote mbili mama mfanyi kazi kila wakati wote huwa na wasiwas i kwa watoto wake tena ni vigumu sana kuendelea kikamilifu na kazi yake ya Ofisi.

Taabu iliyo mbaya zaidi ya akina mamam wafanyi kazi ni kwamba ushirika hautambui hizi taabu. Kila mmoja ila wanaumia wenyewe huifanya kama ni kitamaduni kwa wamama wasio na bahati kwa hayo maisha ya shida. Mmoja anaweza kushangaa kwa nini hakuna hata mmoja mwenye maoni ya kuanzisha mwingine amba otaanzisha makao pe akina mama wanaolipwa kiasi cha chini kuaasha watoto wao ili watunze vizuri masaa ya kazi. Hivyo ni kusema hetuwezi kuliipa pesa nyingi zinazodaiwa na wachungu watoto ambazo zinaweza kuliipa. Na huu ndio wakati sisi wanawake wafanyi kazi wa Kenya tusahihishe shida zetu zinazotukabilia. Mabwana wetu na babba za watoto wetu hawatuachukua usimamizi wao, kati ya mazungumzo it ikiwa kila wakati wanatukuta tukizingumza sana. Nafikiri tukijitahidi hawa tasema tunajitahidi zaidi, kwa sababu vitendo hufanya mabadiliko na huongesa matitizo ya vitendo vya kuishi. Hii si ya sehemu ya mazungumzo.

\* : P. MUTURI (MAIN LIBRARY).

#### THE EAST AFRICANACOLLECTION OF THE UNIVERSITY OF NAIROBI LIBRARIES

THE FIRST DECADE, 1968-1978

#### ABSTRACT.

This paper traces the historical background and early development of the East Africana Collection of the University of Nairobi Libraries; describes the range of materials in the collection, conditions of use and services to readers. In conclusion, it touches on the author's views on the possible future developments of the Collection.

\* Bi Muturi, P. kwa wakati huu anahudhuria masomo ya hat ya usaidizi wa ukutubi katika Chuo cha Ufudi, Kenya Polytechnic.

#### A. HISTORICAL BACKGROUND

The concept of an East Africana Collection within the University of Nairobi Libraries came into being in 1968/69 as a direct result of exemplary cooperation and concerted effort among the Librarian of the University College Library, the College Library Committee and the teaching departments in the Faculty of Arts. Their common interest was the establishment of a comprehensive, dynamic and well-organised Africana Collection which they all acknowledged as a prerequisite to the setting up of post-graduate training programmes at the College.

#### ~~Establishing the Collection~~

This idea received added impetus in the early '70s by the deliberate policy of the college to broaden academic activities from predominantly undergraduate instruction courses into research oriented post-graduate programmes with an East African bias.

#### ~~The Collection and its development~~

The nucleus of the proposed East Africana research Collection was created by bringing together in one location books on East Africa and publications of private and parastatal bodies which were already in stock but scattered throughout the library by subject. These were combined with the official publications of the three East African countries and East African Community which had been extracted from other 'pamphlets collections'. Towards the end of 1969 the Collection, though 'small and still patchy' and yet to be organized, was already being actively used by the students in the Faculty of Arts.

#### ~~The Organization of the Collection~~

Due to the lack of trained local personnel at the time, the initial organization of the collection was undertaken by a professional librarian with previous experience in African studies libraries at Universities in the United States. Mr. Robert Whittier was appointed for a period of two years (1970-72) via funding secured from the Rockefeller Foundation, once again with the assistance of the faculty staff. Under his guidance the collection expanded systematically with the continued assimilation of relevant material from other sections of the library by a vigorous acquisitions policy for current materials and by the filling of gaps in the stock as these were identified. A beginning was made at integrating the various sequences making up the Collection by uniformly cataloguing them and organising them for use. Routines for the effective administration of the Collection were established and the training of local staff at the professional and supportive levels commenced. Towards the end of the foundation period, a policy on the East Africana Collection had been evolved which, with some modifications and shift of emphasis from time to time, still forms the guidelines for the development and functioning of the Collection today.

**B. CONTENT.**

The main East Africana Collection is located within the Gandhi Memorial Library on the Main Campus of the University where it benefits from centralised technical services. Developed as an integral part of the total library services, it is administered together with the library's other special collections of United Nations publications, technical standards, archives and microtexts.

The Main East Africana Collection contains some 10,000 volumes out of the Library's total of 250,000 volumes with a growth rate of 300 items annually. Smaller East Africana collections are also maintained at the Medical, Agricultural and Veterinary sciences, Adult and African studies campuses. The first copies of all publications are kept in East Africana, but in the case of current publications subsequent copies of the titles are held on the open shelves for normal loan and for use outside the library. The older and rare publications, theses and items of which the library has only one copy are held in East Africana. The stock consists of commercial and periodical literature on East Africa in all subjects as well as the following categories of materials and publications:-

**1. Kenya Legal Deposit**

The University of Nairobi Library has been a legal repository for Kenyan publications since 1962. An average of 130 monographs, 3 daily, 17 weekly, 3 bi-monthly, 30 monthly and 3 quarterly periodicals and newspapers are received by the library annually. All publications received on legal deposit can be traced by author, title or accession number in the separate Kenya Deposit catalogue. In addition those publications which are considered to be of University level are fully catalogued by Library of Congress classification and can be traced by subject, author or title in both the East Africana and Library's main catalogues. In keeping with its policy of exhaustive procurement of Kenyan publications, the library supplements the legal deposit of the acquisition of all Kenyan publications which either fall outside legal deposit (this category significantly includes publications of the Kenya government publications agency) or are for one reason or another not received on legal deposit.

**2. Official Publications**

Documents published or printed by the three East African governments (viz. Kenya, Uganda, Tanzania (Tanganyika and Zanzibar),

East African High Commission, East African Common Services Organisation and East African Community) make up one quarter of the collection. Of those Kenyan official publications account for 50 per cent, while the remaining half is shared equally among Uganda, Tanzania and East Africa. The official publications of each country include the legislation, parliamentary debates, reports, papers and national development plans as well as departmental publications and annual reports.

3. General Africana.

Also included in the book Collection are certain categories of general Africana such as publications which have significant, though minor, sections on East Africa; basic handbook on Africa; items published before 1920 many of which are either out of print or rare, or very expensive; current Africana of difficult or special format, as well as items which could lend themselves to abuse or mutilation.

4. Research Reports, Theses, Papers

The University of Nairobi is an official recipient of dissertations, research reports and other publications emanating from nationwide research authorised by the Office of the President and undertaken in Kenya by local and foreign scholars. Original research is a much sought - after category and a register of on-going, completed and published research is maintained. In addition, the East Africana Collection is undertaking the documentation of research carried out by the teaching staff in the University. The first inventory of Research within the University 1973-76 was issued in 1978 and a supplmntn is under preparation. As well as documenting research in the University, the collection endeavours to obtain copies of all papers published by the teaching staff. A composite register of Kenyan theses is maintained for dissertations from the above categories as well as for theses on Kenya and by nationals presented to other institutions.

5. Archives and Microtext Collections

These two related categories are not only administered jointly, but facilities for their use are also housed together.

The University of Nairobi Library was legally designated as an approved repository for private papers and archives in 1974. A professional archivist, employed by the library in 1978, is in process of establishing management routines preparatory to the implementation of the library's active archives acquisition programme.

The current stock of East Africana includes the Barlow and Lembart papers; commercially acquired Missionary Archives and British Colonial Office Records relating to East Africa. The Presbyterian Church of East Africa archives which were not available before have just been microfilmed by the University Library. This collection will also include the University's official archives and records.

The microtext collection includes some of the library's stock of theses on East Africa; the East African Standard (1902 - 1970) and the missionary archives and colonial records mentioned above. Plans are under way for the systematic microfilming of the University's theses and official records as well as Kenyan newspapers such as the Mombasa Times and Nation.

#### C SERVICES TO READERS

The East Africana Collection provides an active service not only to the University community of nearly 5,000 students and staff but also to government officials and certain categories of persons conducting research outside the auspices of the University who qualify for library membership. Over 33,000 items were issued in the past year, most to the undergraduate population of the University. However, an average of 500 items per month were issued mostly to outside readers carrying out research when the University was in recess between July and September, 1978. In addition many enquiries were served locally by phone and world wide by mail.

Bibliographic control for East Africana throughout the library system is maintained centrally. This enables staff to refer readers to the relevant locations for East Africana held at sub-libraries and to the open shelves for loan copies of titles. In addition, a Union Catalogue is maintained for East Africana held in the libraries of the Dar es Salaam and Makerere Universities and for leading libraries in the Nairobi area. The Union catalogue serves as an invaluable starting point for obtaining (Limited) inter-library loan and photocopy facilities from other libraries. The same function is performed for periodical literature by the now somewhat out-dated Union list of Periodicals in East African libraries. Additional access to East African periodicals is provided via the display of current contents and the maintenance of back files of contents pages. Requests for publications and enquiries are welcome as an important contribution to the growth of the collection in specific subject areas.

Materials within the East Africana Collection are restricted for reference within the library only, but as mentioned earlier, most of the current commercial publications are duplicated elsewhere in the library system for normal loans to readers. Staff routinely refer readers to these other locations. To ensure the security of all publications issued, readers are required to surrender an identity card (library membership card for non-university readers) against loans. Publications may be retained and used in any part of the library but must be returned before readers leave the library building.

Users are not allowed into the Collections, but the absence of 'browsing' facilities is more than adequately compensated for by periodic group orientation and continuous individual instruction in the independent use of the card catalogues. Moreover, routine retrievals by staff are made available to readers within a few minutes, thus minimizing any inconvenience due to closed access. More important still, borrowed materials are normally available for loan by other readers within the half-day, and within two hours for titles in high demand. As a result of this ready availability, materials in the East Africana Collection tend to be more heavily used than copies of the same publication located on the open shelves.

#### D FUTURE DEVELOPMENTS

The East Africana Collection has been securely established as a research collection within the University libraries over the last decade. It is now possible to review the Collection's future role with particular reference to enhancing research activities in the academic community by the provision of extended services to readers.

The collection is to feature prominently in the planned Jomo Kenyatta Memorial Library which is to be built on the University's Main Campus in the near future. Provision has been made for spacious accommodation for the continued growth of the Collection with greatly increased reader-seating capacity in the vicinity. Adequate space has also been allocated for the planned increase in the number of staff attached to the Collection. With the implementation of the planned separate space and staffing provisions for the United Nations and other 'special collections' (currently administered jointly with the East Africana Collection), senior staff would be released from much of the compounded and predominantly administrative activities to branch out actively into the inter-related fields of documentation and extended reader services to meet the needs of the researchers. Past

bibliographic efforts indicate that provision for a specialised unit primarily for the continuous monitoring of all stages of these projects would be an invaluable asset.

A number of bibliographic projects have already been commenced based on the materials received by the Collection. The Library's East Africana Accession List has been issued quarterly the Processing Section since 1973. An inventory of Research within the University 1973-76 was published in 1978 and the first supplement is under preparation. The Library's archivist has commenced the indexing of papers and archives on microfilm for ease of access by researchers. A newspaper clippings file (by subject) for the East African Standard and Nation was commenced in 1978 and is maintained whenever the staffing situation permits. Publication is envisaged of the Kenyan Theses Files and the Kenya Research Register.

In the absence of a National Bibliographic Agency for Kenya, the University Library to issue a subject listing of publications Printed in Kenya 1962 - 1975 based on Legal Deposit receipts. There has been some unavoidable delay in the publication of this list which together with the library Congress Accession list for E. Africs help to fill the void in current national bibliography since Webster's comprehensive Bibliography on Kenya published in 1967.

The greatest need in academic circles is for select topical bibliographies as guides to literature in the East Africana Collections. The faculty of Agriculture and veterinary science sub-library has led the way in this respect by periodically issuing select lists of publications on East Africa. In 1977 the education sub-library issued Research in education on East Africa ..... periodical articles, theses and research papers, 1900-1976\* which has been distributed internationally. The compilation and maintenance of similar guides in all subject areas for East Africa would be the greatest service the Collections can give to researchers in the future.

\* Compiled and indexed by W.E.Umbima.

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Mrs B. Pfukani

E. Africana Collection

Main Library, University of Nairobi, Kenya

\* The above article has been submitted for publication to the Unesco Journal. \*\*Eds.

## KNOW YOUR LIBRARY BINDERY

The University Library Bindery was started in early 1963 with very few but technically qualified staff. It is situated on the ground floor of the Main Library. The Bindery, though not well equipped and staffed due to lack of room, has now ten staff including the Headbinder and a few modern machines.

Library binding is a process whereby all the stages are done by hand with the help of the machines. These stages are shown in the flow chart on page 45. The work we do in the Bindery is mainly binding periodicals from Sub-libraries and other works from various departments. We also bind dissertations and repair old books. Our monthly output is approx. 1800 volumes.

### Why it is necessary to have a Bindery.

There are many reasons which lead to having a Bindery in any of the well established libraries. As you all know, nearly all the materials received in a library come loose. These materials/periodicals when received should be treated with care for future reference; for that reason they are bound together so that readers can make use of them easily. Furthermore, a nearby Bindery helps any reader, researcher to refer to any articles he/she may need at anytime while being bound.

FRANCIS ONONO

BINDERY

## SPEECH DELIVERED BY HIS EXCELLENCY THE FIELD MARSHALL ON RECEIVING HIS HONORARY DOCTORATE OF LAWS.

Ladies, Mama Mariamu, and gentlemen; and all of you my friends students and teachers. Now everybody listen, and you back there, situp straight. What are your teachers teaching here anyway? Laziness? Well anyway, I want to tell you one big word and to say it's a great honour for me to get this here degree of Doctor and if I wasn't so usy I would be head of Mulango Hospital now. Anyway I now here order that Doctor Salim Katakata take over for me and also he be head doctor for the soldiers. They go picking all manner of diseases as I keep on warning them and they are not listening. Anyway anyone picks anymore of those and he gets shot immediately.

As I don't want to say many words, it is great honour for me to come here at this Makerere University and get this here degree like all other big people. The last time I was here the only thing I got was some pretty girl.

BINDERY FLOW CHART.

BOOKS

PERIODICALS

B I N D E R Y

CHECKING  
PULLING DOWN

BINDING KNIVES TO  
REMOVE THREADS

SIMPLE MENDING

CUTTING ELECTRIC GUILLOTINE

ROUNDING

GLUEING  
(HAND)

STAPLING  
(MACHINE)

SEWING (MACHINE)  
OR HANDS

BACKING

LINING

CASE MAKING

LETTERING

PASTING

PRESSING

CHECKING

Out to various Sections and Libraries,

By the way she pass her degree double quick because I say she was needed quick at the C-post for sensitive duties and anyway I tell her teacher what the hell you keep such a nice and clever chick here so long for ?.

But you students here you should know this is a good country and anyway if you think you are important you have got another thing coming. Who ~~said~~ you are the leaders of tomorrow ? I am the leader around here. As I was saying, this ~~a~~ good country; I made it ~~is~~. I do not want to boast myself but you all know me. I started as a nothing private and now I am big Field Marshall. I used to keep a mere rifle. See now here this automatic pistol. And I have three brand new machine guns in the jeep ~~down~~ there. Hey, Mustafa, bring up the guns here. Jump, man! I want to show them to the boys here.

Did some idiot giggle back there ? Now speak up, who was it ? Throw him out. What is he, some imperialist running dog ? Get him out of here before I pull this here automatic and as you know it very bad luck to pull it out and not shoot. Now this doctor thing I say you teachers gone and done what is good for you. You know I am very clever and ~~talented~~ conqueror of British United Kingdom and Empire and so now I get my degree. Hear that Mama Mariamu I be telling this woman all time how clever I am, now you believe me woman ? Hey, Adris, stop ogling the girls and pay attention here what your Doctor Field Marshall is saying.

Who is the fellow with the camera ? Get him up here quick. Why is he not taking picture of me ? Now get him here and stand him by thay corner. Tomorrow if I ~~don't~~ see myself all over the first page of the Argus and all over the other pages he will know who is boss around here. What kind of photographer is he anyway ? Stop shaking so man, I am not going to eat you - at least not yet. See you have a nice liver, can always tell. I be joking man, stop the shakes and get on with the pictures.

Now this kanzu is o.k. by me, but I am not wearing this funny hat. Why it looks like a woman's. You fellows here must learn to keep women in their place - mostly in the bed that's where. Academic gown. No ! I keep my Field Marshall cap on. Now give me that here degree of mine and stop wasting good drinking time. I got some real drinking to do at the Sergeant's Mess. And you boys - anymore funny diseases you get shot just like the soldiers. Now you hear me ? Mr. Vice-Chacelio Where's the booze. Oh, and bring along some of those young ones at the back. So long fellows and remember now I am ~~your~~ doctor.

People in the Third World countries will have to be very careful when they are learning, even what they do at their leisure times, otherwise they will end up having a very wrong picture or knowledge about many things and other nationals. This is because the mass media are partly or wholly in the hands of foreigners and so their interests come first.

If you ask many people what they feel or believe about the Red Indians\*, Arabs, Chinese and Vietnamese, you will be given such an answer that you will believe that they are savages or beasts. Why? Because they have read or heard or seen a film that was one-sided because of the interest of the producers.

The film 'The Deer Hunter' seen recently in Nairobi has a number of things one can question. It can be divided into four parts. First, the part that was showing the workers in an iron plant. These are the workers who work very hard under very difficult conditions while those who do not work at all sit very comfortably in the expensive offices and send the same workers to their death in Vietnam to fight a war which the workers do not even understand.

The second part shows a badly arranged wedding with some words at the bandstand saying 'Proudly Serving God and Country'. But when you hear that those people are preparing to go and fight in Vietnam; you ask yourself which god and country will they be proudly serving in a foreign land. Who has given them that right?

Again here another man, probably the master of ceremony takes the bride and while dancing starts misbehaving and caresses the bride. When one of the bridegroom's friends sees that, he comes and slaps the bride. Then I ask myself, why did he not slap that man since he was the one who was caressing her?

The third part is the one which shows the fighting, especially the part when they are playing a very dangerous game; all the talking is not in English and the killings start. This gives us a very bad picture of the Vietnamese. You end up feeling that these people are savages. This is wrong. Also, this shows how the foreign things can corrupt people, when they are willing to die for dollars.

\*Red Indians: The reference to the minority non-white nationalities of U.S.A., such as the Apache, Sioux, Comanche, Yuma, Yankton, is insulting to them and has been rejected by them just as the term the 'Negroes' has been struggle against by Black Americans. - Eds.

The concluding part shows us the war victims and their friends (workers) at a table singing 'God save America'. The workers suffer while the bourgeoisie who start war do not suffer. But this song of 'God save America' is questionable. From whom is America to be saved? Is it from the Vietnamese? We get such impression from their sufferings in the film. But then why do they leave their own country to go to suffer in another country, and then pray to God to save America? It seems to me that they want to rule the World and when they are defeated they sing to God to save them. But God will not listen as the Americans see only their own sufferings and not that of the Vietnamese peoples.

GATHUI MANYARA.

ISSUE DESK - MAIN LIBRARY.

### WORKING IN THE LIBRARY

Every year we receive new members of staff. We are greatly honoured to receive them because every new person you meet is your friend.

When some of our colleagues resign or are sacked, we find it very painful. This is a great loss for all of us.

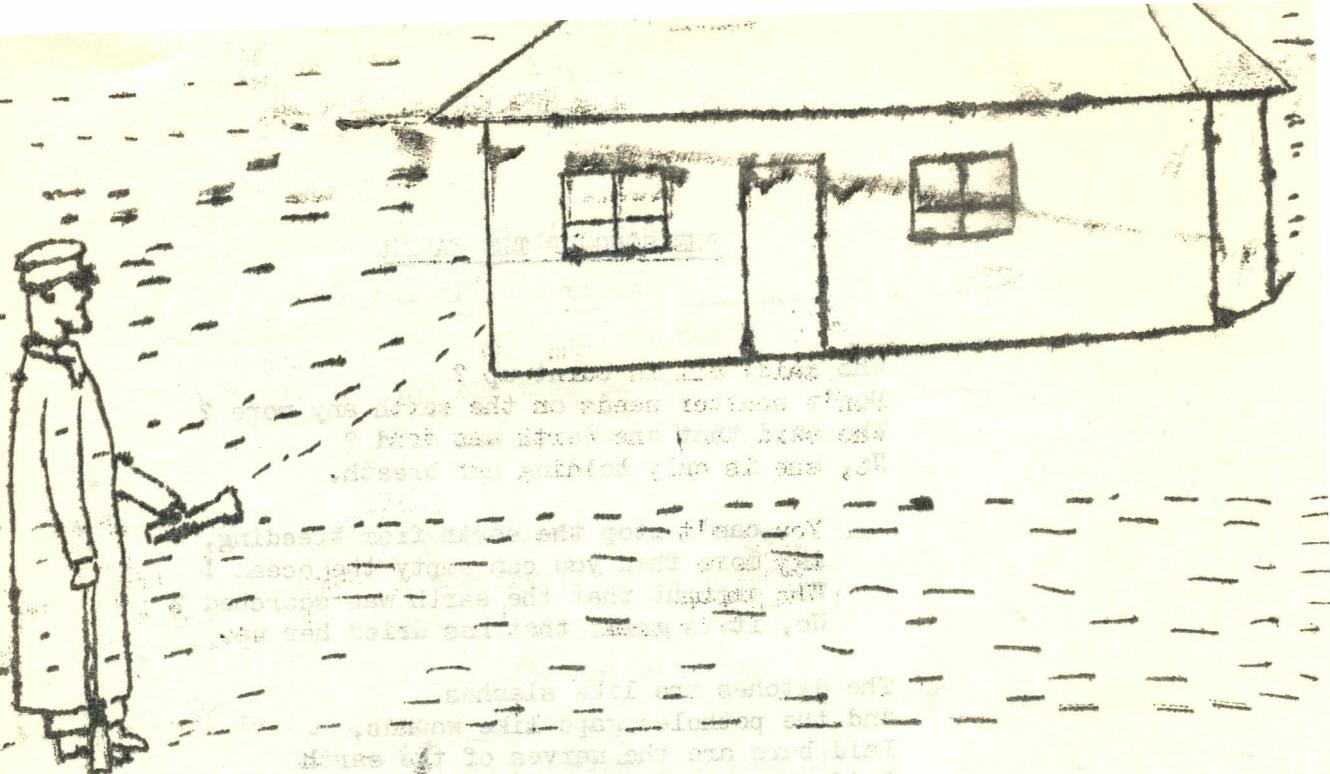
There is the tradition in the University of meeting in the "Kamukunji". After hard work it is nice to gather there and to meet different people; it is possible for students and staff to have friendly discussions there. This tradition should be maintained.

A Library is where everyone finds a peaceful place to work. Library facilities are expected to be used to the maximum. But this sometimes falls below expectation; it may be said that the planners did not calculate the needs correctly. For example you find stairs in the library. You can expect the lift to be out of order at any time. At that time are we expected to carry the trollies loaded with books from one floor to another?

Another thing is the introduction of boxes for carrying books from the Main Library to the Sub-libraries. The handles of the boxes are very thin, which makes it very difficult for people to carry them. Often they cut our hands... These handles should have been made much thicker.

Apart from the uniforms that we are given, we should also be provided with dust-coats so that dust does not spoil our clothes.

These coats can also be washed easily on weekends. Since the trousers would not then have to be washed so frequently, they would not get worn out so fast.



Usiku wa leo ndio watu wanasherehekeea siku tulinyakua uhuru wetu,  
Sasa mimi mimeachwa nikilinda nyumba hii ya tajiri wangu.  
Lakini yeye hakupigania uhuru kama mimi.

Gathui Manyara  
Main Library.

Big men, remember what is come upon us  
Consider and behold our reproach,  
Our inheritance is turned to strangers  
Our house to aliens.

We are poor and helpless  
Our mothers are as widows  
We have drunk our water for metal  
Our wood is sold unto us,

Our talk is under absolute cover  
We labour and have no rest,  
We have given our land to the great ones  
and to their henchmen to be satisfied with bread.

The elders have ceased from the gates  
The young men from their music.  
The joy of our hearts is ceased  
Our dance is turned into mourning.

But not for long  
The big men, the henchmen  
Your joys are short  
For when the poor, the helpless, the mothers and the widows  
Have cried enough  
We shall stand  
To take what is ours.

Adapted from 'Fig Tree'  
Maseno School Magazine  
1971.

THE SONG OF THE EARTH

Who said: all is burnt up ?  
Don't scatter seeds on the earth any more ?  
Who said that the earth was dead ?  
No, she is only holding her breath.

You can't stop the earth from breeding,  
Any more than you can empty the ocean !  
Who thought that the earth was scorched ?  
No, it is grief that has dried her up.

The ditches are like slashes  
And the potholes gape like wounds,  
Laid bare are the nerves of the earth  
Suffering infernal pains.

~~She will overcome all that, she will survive~~  
~~Don't think that the earth is ill.~~  
Who said the earth does not sing  
That she was killed for ever ?

No ! She re-echoes, smothering the moans  
From all her wounds, from all her gashes  
Because the earth, it is our soul  
And the soul cannot be crushed under heel.

Reproduced from IDEAS AND ACTION (FAO)  
No. 6 (125) 1978.

KISWAHILI LIBRARY TERMS: Circulation

- Book circulation: Mzunguko wa vitabu.  
Circulation section: Sehemu ya mzunguko wa vitabu.  
Shelf: Rafua vitabu.  
Lend: Azimisha.  
Lending department: Idara ya uazirishaji.  
Not in stock: Hakipo.  
Issue desk: Azima hapa.  
Loan period: Muda wa kuazima kitabu.  
Renew: Ongeza muda.  
Overdue notice: Onyo la kuchelewisha kitabu.  
Foreign languages: Lugha za kigeni.  
Overdue book: Kitabu kilichocheleweshwa.  
Postal lending service: Huduma ya maktaba kwa posta.  
Quick reference: Marejeo haraka au kumbukumbu haraka.  
Readers adviser: Nshauri wa wasomaji.  
Reference book: Kitabu cha marejeo au kitabu cha kumbukumbu.  
Reservation(s): Limbiko (Ma)  
Special reserve: Limbikizo maalum.  
Study room: Chumba cha kusomea.  
Textbook: Kitabu cha mafunzo.  
Title: Jina la kitabu.

MAN AND TIME.

We cut all the trees

The land was left naked

And the time passed

The land produced more food.

Till recently we had enough

A country turns to a desert

They do sing

A man does not stay idle

Mind at work

Our country now produces oil.

Man and time

Our hours are limited

A man of soul

And under a given situation he controls

Man and time.

SAMWEL KINYANJUI

MAIN LIBRARY.

MAKTABA

Mwanangu na kusihi

Ya miji migeni wacha

Ya kuru kwenye mji huu

Dua jema na kuombea

Mwanangu na kusihi

Ya sheshe langu la moyoni

Elimu yu nkongojo mwema nakupatia

Dua jema na kuombea

Mwanangu na kusihi

Katika kwenye Maktabe ya daima

Ya rafiki mwema nakupatia

Dua jema na kuombea.

WE ARE ALL NEEDED

We are privileged to be working in the Library which is the biggest by virtue of being in the University: the highest national institution of learning.

Since no one chooses where or how one comes to this World, no one in this library should be looked down upon because his or her services are needed.

The reason why I am saying this is because after watching all the members of staff in the Library, from the cleaners to the seniors, I have seen that each group looks down upon those who are below and hopes to be at the next stage or grade.

I think we all suffer from this capitalistic disease which comes to us through what I call 'wrong teaching'. I call it wrong teaching because in school, after you move from one class to another, you are taught to look down upon those you have left behind, that is you have acquired another class.

SUMMARY & DEMAND

It then goes on from there; the young people in town look down upon those who are in rural areas.

But it is one thing when you are looking at those before you for guidance and another when they are telling you directly or indirectly that you are not in their class and so not important.

This was more effective during our patriotic war of independence. The colonialist took some people and taught them how to read and write, of course to supply his labour requirement, but our brother did not know this. They thought and believed that since they had learnt how to read and write and to speak a few words in the language of the colonialist, they had got closer to the colonialist and so did not belong to those who did not know how to read and write. The result of this was that they became loyalists during our patriotic war of independence.

When people or workers have been looked down upon socially and economically, their minds tend to be lethargic, history has shown this. Therefore, this answers the question why people or worker do not work is the absence of their superiors.

## A SERVICE TO MEMBERS OF THE LIBRARY

COLLECTOR OF TAXES

TO RETIRE, RESIGN OR CHANGE POSITION AT

Just in case you want to retire, resign or something like it you must be cleared. On your clearance form, there is Farm/Clic. Department. Kabete Staff can assist you in having this cleared for you. Just send the clearance form addressed to the Librarian, Kabete Library. Don't worry there isn't any charge for this.

RECOMMENDED APPROVAL OF THE LIBRARY  
ADVISED AND APPROVED AND DATED THIS 10th FEBRUARY 1974  
F.E. WADUNDWE  
LIBRARIAN KABETE LIBRARY.

## STAFF NEWS

### RESIGNATIONS

Mr. Z.I. Wainaina.

Having worked for 3 years and 2 months, has

RESIGNED TO GO HOME  
He was at Chiromo Library.

Miss Ruth Nyarigor.

Worked for 1 year and 1 month. She leaves  
to go and stay at home while still looking  
for another job.

Mrs Ortega.

Joined the University Library in 1974. She  
worked at the Issue desk in the Main library  
quite sometime before she was transferred to  
Cataloguing section where she remained until her  
transfer to I.C.I.P.E. Library at the end of her contract. She comes from Phil-  
ippines. Mrs Ortega is joining I.C.I.P.E. Lib-  
rary as a documentalist.

Mrs Z. Dawood.

Joined in 1967 and was sent by the Library for  
training in 1971 to Britain. Was in charge of  
Periodical Section.

Mr. D. Kieni,

He resigns to join Central Bank of Kenya Library.  
He joined in the Library in 1969 and in 1972,  
he went to Makereke for Library Assistants Course.  
On return, he worked in Orders Section where  
he remained until he was transferred to Medical  
Library.

Mr. J.A. Mbacho. Joined the Library in 1973 November, working in Cataloguing Section. In 1976, he went off a library assistants course. On return, he went back to Cataloguing Section. In May, 1979, he was transferred to Chiromo Library before he left.

Miss V. Kavulani. Since she joined in 1975, she was in Cataloguing Section where she remained until transferred to NCHINIAN Medical Library where she rendered her services until she resigned.

F.E. WADUNDWE

KABETE LIBRARY

—xXx—

ATTENDING FOR LIBRARY ASSISTANT'S COURSE AT THE KENYA POLYTECHNIC STARTED ON 2nd MAY, 1979.

Mrs Angeline Oulu. She was at the Issue desk until recently when she was transferred to Orders Section . Joined the University Library in 1975.

Mr. Bernard Shiloko. Has been working in the Cataloguing Section since he joined the library in 1975.

Miss Susan Boidhie. Joined the University library in 1976. She was in the Education library until the mass transfer which saw her taken to Orders Section where she remained until the course came up.

Mrs P. Muturi. She was at the Issue desk until she left for the course.

Mr. P. Kahuthu. Joined the University Library in 1976 and was taken to cataloguing Section where he remained for sometime until he was transferred to Orders.

### STAFF NEWS.

Mrs R.W. Theiru attended the following Seminar:-

'Advanced Information work'

UNISIST/FID/IDFA International School and Workshop for Teachers and workers in information Field, 7th May to 1st June, 1979 in Graz and Lindebrunn in Austria.

### LIBRARY AND ARCHIVES ASSISTANTS' TRAINEE COURSE AT KENYA

POLYTECHNIC.

The Library and Archives Assistants' courses started simultaneously on 2nd May, 1979. They are full-time course, planned on permanent basis. There are 30 students for library course and 15 for Archives course.

#### STAFF.

1. At the moment there are three full-time lectures and one part-time lecturer for the library course.

#### COURSE.

There is one full-time lecture and two part-time lectures for archives course.

#### STAFF FOR LIBRARY COURSE.

Acting Course Coordinator: Mr. S.K. NGA'NG'A.

Full-time:-

1. Miss Poonam Sardana.
2. Miss Bella Mndara.
3. David Overton.

Part-time:- 1. Mr. W.C. Kinyanjui.

#### STAFF FOR ARCHIVES COURSE.

Full-time:- 1. Mr. Michael Gachie.

2. Miss I. Wanyaga.

The whole staff for the two courses is working under on Acting

Course-coordinator.

## 2. SYLLABUS

The courses are geared at training library and Archives Assistants' trainees to perform technical duties in their respective fields. The syllabus are designed to meet local needs.

## 3. OBJECTIVES.

### 3.1 Library Assistants' trainee course.

3.11 To meet the increasing demand for Library Assistants in Public and private sectors through.

3.111 Training untrained library personnel at technical level.

3.112 Training library assistants to meet the future demand in library field.

3.12 To promote chances in securing better positions in future.

In order to fulfil the above the course offers training on various technical aspects of library science.

### 3.2 ARCHIVES ASSISTANTS' TRAINEE COURSE

The Certificate course in Archives is aimed at training Archives Assistants.

3.21 To support professional archivists in Kenya National Archives; and

3.22 to perform technical archival tasks in Government Ministers and Departments.

## 4. PROGRESS.

Good start has been made as far as the two courses are concerned. The lecturers are working very hard to ensure the success of these courses.

The Department of Library and Archives has also received co-operation from a few archivists and librarians in terms of suggestions for the improvements and provision of part-time

lecturers. The students are also very co-operative.

## 5. PROBLEMS.

Although the courses have now been successfully started, there are a few problems to be sorted out. First, there are not enough textbooks and reference material for the two courses. But we are now awaiting the arrival of more material from abroad. Secondly both courses lack of local literature. Now that the two courses have started successfully, positive suggestions and assistance is welcome from all the sectors.

Kenya Polytechnic

Department of Library and Archives

## GOOD NEWS.

Humphrey Ng'ang'a who was admitted at I.D.H. Kenyatta National Hospital has been discharged after a one month's treatment. He is still not feeling very well. Let us all join together in wishing him a quick recovery to enable him resume his duty. Humphrey joined the University (stationed at Kabete Library) in 1969 making him the longest serving member of staff at Kabete Library. P.S. He has now resumed duties in the library.

## EAST AFRICAN SCHOOL OF LIBRARIANSHIP, MAKERERE UNIVERSITY

For the members of staff who are not aware this School is still functioning, admitting students at all levels. This was made known by the Director himself.

## TO QUIT BACHELORS' CLUB

Mr. Murekio, F. of A.D.D. Library, in August/September contributions towards meeting wedding expenses are welcome. Anything will be better than nothing.

F.E. WADUNDWE.

KABETE LIBRARY.

## TUBERCULOSIS

Tuberculosis is a disease which is caused by a germ called tubercle bacillus and it may attack any part of the body. But it is generally thought as a disease of the lungs. It is a very infectious disease which should not be left to go unnoticed. In 'Current Medical Treatment' edited by C.W.H. Harvard 3rd Edition. P.B. Davies on Tuberculosis, says that the presence of this disease should be made known. On social welfare, Tuberculosis is a notifiable disease and notification is a legal obligation. Notification ensures the examination of contacts at home and at work.

According to Diesfeld, H.J. in 'Kenya: a geomedical monograph' on tuberculosis, it is "one of the greatest health problems in Kenya" as in all developing countries. This means that unless the community in which we live takes greater interest in preventing the spread of this infectious disease we are going to continue having more and more victims of this fatal disease.

~~Some very important points to note for the good of our Community.~~

### How the disease is contracted.

Careless people spit on the floor in public places, or on paths. Germs may be in their sputum. Mixed with the dust, some of these germs may be blown about and inhaled by a passerby or may be carried into his home on his shoes. Children play in such places, soil their hands and playthings, and later carry the germs to their mouths.

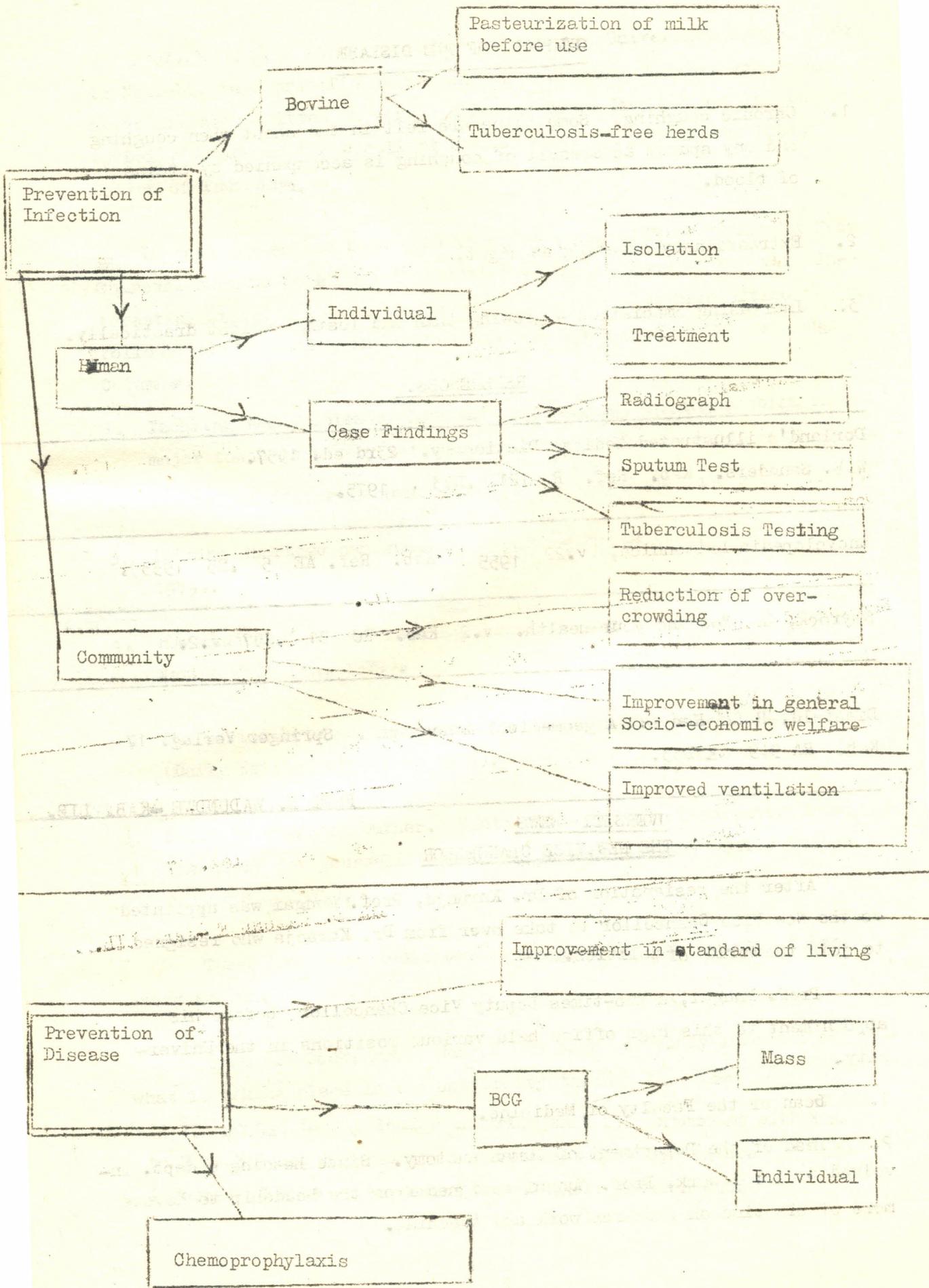
Germs may be left on a spoon, drinking cup, whistle or a pen and the next person who happens to put one of these articles into his mouth takes some of these germs into his body.

If a cow has tuberculosis, germs may get into her milk. Also if a victim of the disease handles the milk, he may contaminate it. Far more important and dangerous is the direct contact of a person with another one who has the disease. Kissing helps to spread the disease. A tuberculous mother who kisses her baby on the mouth is sure of planting the germs into the body of the baby.

### PREVENTION OF TUBERCULOSIS

The treatment of tuberculosis is not just an isolated clinical problem related to one individual patient but is part of the whole problem of the eradication of tuberculosis from the World Community.

PREVENTION OF TUBERCULOSIS.



~~SEARCHED~~ ~~INDEXED~~ ~~SERIALIZED~~ ~~FILED~~

AIM TO NOT EXTERNSAL

SYMPTOMS OF THE DISEASE

1. Chronic coughing. Some pains are felt in the chest when coughing and any sputum as a result of coughing is accompanied by stains of blood.
2. Extraordinary sweating at night.
3. Increasing emaciation - growing thin and losing weight drastically.

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FRED E. WADUNDWE KAB. LIB.

UNIVERSITY NEWS

THE NEW VICE CHANCELLOR

After the resignation of Dr. Karanja, Prof. Mungai was appointed as the New Vice Chancellor to take over from Dr. Karanja who resigned to join the world of politics.

Prof. Mungai, a two-times Deputy Vice Chancellor before his appointment to this high office held various positions in the University.

1. Dean of the Faculty of Medicine.

2. Head of the Department of Human Anatomy. Since heading a dept. involved a lot of work, Prof. Mungai resigned from the headship to devote more of his time on research work and teaching.

Prof. Mungai, a former lecturer at Makerere University before coming to Nairobi, is a prolific writer who is well known for his very educational articles written in very simple and clear English and published by Daily Nation in the Spotlight Column which appears in the Daily Nation of Thursdays.

In this way he has been able to communicate with every Kenyan from charcoal burners to shanty dwellers of Mathare. Some of his very interesting articles that he wrote after ascending the high office are as follows, all appearing in Daily Nation in the Spotlight on Knowledge Column:

1. Tackling the problem of housing for everyone. Housing problem in major towns is a very serious one. (Daily Nation June, 14th 1979).

2. The social factor in urban housing (Daily Nation June 21st, 1979).

3. Housing shortage can stand in way of progress (Daily Nation June 28th 1979).

4. How students' after exam. celebrations lead to pregnancies (Daily Nation July 5th, 1979).

5. The period between two new moons. Talks about menstruation. Seven Road (Daily Nation July 12th, 1979).

6. Death by charcoal burner. Ventilation is very important. Read the story for yourself to get the message clearly (Daily Nation July 19th, 1979).

These have been dedicated to the good of our society of Kenya for every Kenyan.

From his Desk, Prof. Mungai has kept everybody informed of what is taking place in the University through the torch bear VARSITY FOCUS. He's a leader ensuring that all entrusted with the task of helping him run the highest seat of learning are all well informed of what is happening around their environment.

Everybody will agree with me when I say that Prof. Mungai is incapable of hiding any information he feels will go a long way to contribute to the healthy state of our society. Go through the Varsity Focus Nos. 1-9 and you will appreciate what it means to 'communicate'. Prof. Mungai is very well known in the Republic of Kenya for his contribution in the development of education. He was a member of Gachathi Commission on Education.

Even after his appointment to this high office, he still strongly feels that he will remain available for other duties that will call for his attention (See Sunday Nation May 17, 1979). He is a true devoted Kenyan at heart. Of late he has been able to appear at several functions as guest of honour, always encouraging the future leaders to take their studies very seriously.

He is still serving as Chairman of Kenya Institute of Education and Chairman of National Council for Science and Technology. All these are noble jobs that call for full-time dedication and devotion.

F. E. WADUNDWE

Kabete Library.

Correction:

Contents on page (iii) should include:

SAMWEL KINYANJUI: Dedan Kimathi and other freedom fighters resist imperialism..... inside back cover

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