

Monographs on Africana Librarianship No. 1

**Collection Development in African
University Libraries - Challenges
and Frustrations**

by

SAM E. IFIDON

University Librarian
Bendel State University
Ekpoma, Nigeria

African Studies Program
Indiana University
Bloomington, Indiana
c1990

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO
 LIBRARY
 540 EAST 57TH STREET
 CHICAGO, ILL. 60637

1977

1977-1978

1977-1978
 1977-1978
 1977-1978

1977-1978
 1977-1978
 1977-1978

FOREWORD

It is a pleasure to begin the Monographs on Africana Librarianship Series with Dr. Sam E. Ifidon's, Collection Development in African University Libraries - Challenges and Frustrations. There could hardly be a more timely topic with which to begin the series. At a time when African education systems are expanding, the financial support for them is declining. Due to current economic conditions in African countries, there is a book famine in most of them which affects the entire society, its future development and well-being.

Dr. Ifidon has surveyed collection development theory and practice in eighteen universities in English-speaking African countries in the larger context of university structures and priorities, as well as in relation to library organization. He has summarized the main characteristics of collection development in the institutions he has surveyed and offers recommendations for improving collection development in university libraries.

Collection Development in African University Libraries - Challenges and Frustrations may be considered the first in a series of statements on this important topic. As Editor of the Series, I invite librarians in other kinds of libraries, be they public libraries, special libraries or archives, and in French and Portuguese-speaking Africa as well as in English-speaking Africa, to prepare monographs on collection development in their libraries that respond to and expand on the material presented by Dr. Ifidon.

The publication of the monograph would not have been possible without the able assistance of Donna Mortensen, who designed the format for the tables, and created computer copy for the entire work.

Nancy J. Schmidt
May 30, 1990

1. *Chlorophyll a* (Chl *a*)

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84

I. BACKGROUND INFORMATION

This study is based on data collected from eighteen universities in eleven English-speaking countries south of the Sahara and north of the Kalahari: Botswana, Ghana, Kenya, Liberia, Malawi, Nigeria, Sierra Leone, Tanzania, Uganda, Zambia and Zimbabwe.¹ The study was originally planned to cover French-speaking areas as well. However, during the data gathering stage, information was not readily forthcoming from the French-speaking areas. The generalizations in this paper apply specifically to the English-speaking countries surveyed. Whether these countries are representative of the continent remains to be determined by future research.

The system of university governance varies in the countries surveyed according to a country's colonial history. For example, in Liberia, a former American colony, the Charter of the University of Liberia places the University under the government of a Board of Trustees. The members of the Board who are nominated by the Visitor of the University are widely representative of the entire public and may be nominated by reason of their office or title or of the relationship which they bear to some institution or group. The By-Laws of the University provide for the Officers of the University. Also provided for is the Advisory Council which is responsible for advising the President of the University, upon his request, in any matter within the jurisdiction of the President and it is in addition responsible for advising in the formulation of long range goals; the organisation and administration of the university; the establishment, function and composition of the committees of the university; the formulation of personnel policies; the allocation of the budget and the regulations of a non-academic nature affecting faculty, staff and students.

By way of contrast, the legislative enactments establishing the universities in the former British colonies provide for the conventional two-tier structure of government typical of a British civic university - a Council with some academic representation but composed predominantly of laymen, and Senate composed of all the Deans, Professors, Heads and Acting Heads of academic departments including the Library and a few Lecturers below the rank of Professors. The Council is the supreme governing body of the university and it is charged with the general control and superintendence of the policy, finances and property of the university including its public relations. The Senate, on the other hand, is charged with full responsibility for academic affairs of the university. In all cases, there is an advisory Library Committee which advises on means by which the Library may best be integrated with other academic activities of the university, advises the Head of the Library on matters of general Library policy, assists and makes recommendations for the development of Library resources and facilities and serves as a link between the Library, on the one hand, and the faculties and students on the other.

Apart from Cuttington University College, Suacoco, Liberia, which is the only privately-owned university among those surveyed, all the others are state-owned. It is, however, pertinent to mention the peculiar case of Nigeria where higher education is in the Concurrent Legislative List. This means that both the federal and state governments can establish universities if they have the resources to do so. Hence there are in Nigeria twenty-two federal universities (including a military university) and eight state universities with the ninth in the offing. These Nigerian universities are categorized into three generations - first, second and third. Each of the three universities selected from Nigeria represents a corresponding generation.

Just like universities in other parts of the world, the primary functions of African universities are teaching, research and public service. But African universities go beyond these traditional functions, for they also are used as vehicles for the promotion of social and economic modernization and intercontinental and intellectual leadership and exploring internal revenue generation.² To this end, the eighteen universities used for this study offer fifty-three broad academic programmes most of which are at the undergraduate level. Although many of these programmes are replicas of one another, nevertheless a few of them are designed to solve societal problems. The total number of students registered for these programmes in the eighteen universities in 1988 stood at 85,895, while the lecturers numbered 8,174.

To support these academic programmes is the Library which is the fulcrum of any university. The development of its collection has to go hand-in-hand with the student population, with postgraduate programmes and with basic and applied research which is geared towards finding solutions to societal problems. This is why the aims of the Library are based on the major functions of the university.

Stripped of their detailed technicalities, the objectives of African university libraries are to:

- (i) provide the materials that can meet the academic needs of the undergraduate students;
- (ii) provide the materials that support the advanced research work of the lecturers and postgraduate students;
- (iii) provide peripheral and general reading materials that assist the library users to broaden their horizons;
- (iv) cooperate and share resources with other academic libraries that have similar programmes;
- (v) meet the specialised information needs of the regions within which the universities are situated.

The clear implication of these objectives is the promotion of a live collection. The extent to which the objectives can be met depends on the level of financial support, the rate of growth of the universities, and the quantity and quality of the teaching and research materials.

The rest of the paper is organized as follows: Section II enumerates the sources of financial support to African university libraries; Section III examines the state of the bookstock and how it is built up; Section IV identifies and analyses collection development problems; while in Section V a summary of the findings and vital recommendations for consideration are presented.

II. SOURCES OF FINANCIAL SUPPORT

The most important factor responsible for the fulfillment or non-fulfillment of a library's objectives is the level of financial support that the Library receives. The main source of such support to African universities and their libraries except one - Cuttington University College, Suacoco, Liberia - is government grants. African governments look to their universities as a major source of supply of their manpower and research needs. Additionally, by the 1970's, African governments began to weigh their policy in higher education in favour of science and technology. The development of this governmental policy for the promotion of science and technology was and still is part of a movement of ideas that include the idea of a local science-based industry in preference to the idea of "technology transfer." The effect of this heavy reliance on government for financial support will be examined in Section IV of this paper. Suffice it to say here that from Table 1 below, the total income of sixteen out of the eighteen universities and their libraries used for this study was US\$95.067 million in 1988. Of this amount government subvention accounted for US\$79.992 million or an average of 84.14%, while US\$15.075 million or 15.86% came from other sources. On the average about 5.88% of the university's recurrent budget went to the Library.³

LEVEL OF FINANCIAL SUPPORT TO AFRICAN UNIVERSITIES AND THEIR LIBRARIES IN 1988

TABLE 1

| Universities | Total
Income \$
million | Government
Subvention
\$ million | Other
Sources
\$ million | Percentage of
Government
Subvention | Percentage of
Recurrent Budget
to the Library |
|---|-------------------------------|--|--------------------------------|---|---|
| Bendel State University
Ekpoma, Nigeria | 4.5 | 4.05 | 0.45 | 90 | 5 |
| Copperbelt University
Kitwe, Zambia | 0.101 | 0.101 | Nil | 100 | 5 |
| Cuttington University College
Suacoco, Liberia | NOT AVAILABLE | | | | |
| Kenyatta University
Nairobi, Kenya | 0.298 | 0.298 | Nil | 100 | 6.5 |
| University of Liberia
Monrovia, Liberia | NOT AVAILABLE | | | | |
| Makerere University
Kampala, Uganda | 1.66 | 1.39 | 0.27 | 84 | 5 |
| University of Botswana
Gaborone, Botswana | 10.7 | 5.94 | 4.76 | 55.5 | 9 |
| University of Cape Coast,
Ghana | 2.5 | 2.5 | Nil | 100 | 8 |
| University of Dar es Salaam,
Tanzania | 28.47 | 23.91 | 4.56 | 84 | 10 |
| University of Ghana
Legon, Ghana | 2.2 | 2.1 | 0.1 | 97.9 | 8 |
| University of Ibadan
Ibadan, Nigeria | 7.7 | 7.25 | 0.45 | 94.16 | 3 |
| University of Jos
Jos, Nigeria | 3.07 | 2.82 | 0.25 | 91.8 | 2.03 |
| University of Malawi
Zomba, Malawi | 4.63 | 4.21 | 0.42 | 91 | 6.9 |
| University of Nairobi
Nairobi, Kenya | 9.21 | 8.25 | 0.96 | 89.6 | 5.8 |
| University of Science &
Technology Kumasi, Ghana | 2.3 | 2.3 | Nil | 100 | 7 |
| University of Sierra
Leone, Freetown | 0.318 | 0.253 | 0.065 | 79.5 | 6 |
| University of Zambia
Lusaka, Zambia | 3.51 | 2.81 | 0.7 | 80 | 6 |
| University of Zimbabwe
Harare, Zimbabwe | 13.90 | 11.81 | 2.09 | 85.3 | 9 |
| TOTAL | 95.067 | 79.992 | 15.075 | Average
84.14 | Average
5.88 |

A second source of funds to African university libraries is gifts and private contributions. Cuttington University College, a private university, received an initial gift of \$5,000.00 from R. Fulton Cutting, the Treasurer of the Board of Missions of the Episcopal Church in the United States of America to establish the institution. Since then the University College has been thriving mostly on gifts and private contributions. Thus, the main source of financial support to Cuttington University College is the Episcopal Church of the United States and Liberia with some subsidy from the Liberian government and gifts from individuals. This was how it came about that the main Library of the institution was in 1967 named after the former President of Liberia - V. S. Tubman who contributed in no small way as an individual to the development of the University College and its Library. Other donors to the University College Library include the Trustees of Donation for Education in Liberia and the New York Colonization Society.⁴

This does not mean that the state-owned universities do not also receive gifts. In his appeal for massive financial support from several United States foundations, Kenneth Dike, the first Nigerian Vice-Chancellor of the University of Ibadan had this to say:

... It is of critical importance that Ibadan with its Library, established departments and growing research schools becomes a centre of postgraduate study unsurpassed in Africa. To seek a lesser objective would be to shrink from its responsibility of contributing fully to Nigeria's higher education needs.⁵

It is true that the amount of support which the University College of Ibadan Library received from the Ford Foundation of America and Carnegie Corporation of New York at that time is no longer possible in these days of worldwide downturn of the economy, but gifts and private contributions still remain as one of the sources of funds for university libraries.

Closely associated with gifts and private contributions as a source of funds for African university libraries are endowments. Endowments are a form of benefaction, but they are somewhat different from gifts. While endowments are a provision of permanent means of financial support for a particular project, a gift may be used for any purpose unless it has a string attached to it. As some universities and their libraries increase in reputation and eminence, they attract endowments, part of which are used for collection development. In fact, it is fashionable these days for dynamic University Librarians of African universities that launch endowment funds to persuade prospective donors to tie up their contributions to the development of subject collections.

There are also some miscellaneous sources of funds for African university libraries. These include fines and payment for missing and overdue books and lost borrowers' cards. This type of income is expected to serve as a deterrent to delinquent and careless library users. While a few African university libraries have

abolished them, others regard them as a source of funds by making students pay five times the unit cost of a lost book. The justification for this is that in some cases, students prefer to report a book missing whereas it is not; they would rather pay for a book and retain it especially if the book is on high demand and is no longer available in the market.

A more significant miscellaneous source of funds is the sale of duplicates. The duplicate collection in a university library might have grown out of gifts of books from individuals and organisations, from exchange transactions or from inadequate bibliographic checking before orders are made. When such a duplicate collection grows too large, a University Librarian may decide to get rid of it by sale. Alternatively, the duplicate collection and some multiple copies of a title could be converted to a subscription collection from which Library users are allowed to borrow on extended loan basis on the payment of a prescribed minimum fee.

III. THE STATE OF THE BOOKSTOCK AND HOW IT IS BUILT UP

State of the Bookstock

Collection development is probably the most challenging, as well as the most frustrating aspect of African university librarianship. This is a paradox and, like all paradoxes, it requires some explanation. The thirst for higher education and for books is very high. African governments are fully aware of this and of the place of education in national development. Therefore, higher education is one of their priority areas. This is amply demonstrated by the number of universities that have sprung up especially after 1960 when the wind of change began to blow over Africa. In Nigeria, for example, no less than twenty-nine universities were established within a short period of twenty-eight years between 1960 and 1988. Equal priority is given to the universities during budget sessions. Even if the budget figures are interpreted as mere statements of intention, they are statements of serious intention on the part of the governments. Whether these governments have the wherewithal to implement their higher education programmes in the face of dwindling financial resources is another matter.

In 1988 sixteen of the eighteen universities used for this study offered 53 academic programmes, predominantly at the undergraduate level. During the same period all eighteen universities had a student population of 85,895 and a teaching and research staff strength of 8,174. There is no doubt that there was a dearth of instructional and research materials required to support the academic programmes and to meet the staff and student needs.

At the rate of 100 volumes per user the 1988 book needs of the eighteen university libraries covered by this study were estimated at 9.43 million volumes. Of this figure only about 4.13 million volumes of books or 43.83% and 53,825 current journals were available. This gives an average of 44 books and 3.2 current journals per user. To arrive at the number of current journals per user, only the

lecturers and 10% of the undergraduate population were taken into account. The 10% of the undergraduate population represents final year undergraduates who have more need for journals and postgraduates. The assumption here is that the other categories of undergraduates generally do not need journals to obtain their first degrees.

FIELDS OF STUDY IN THE AFRICAN UNIVERSITIES

TABLE 2

| Universities | SUBJECTS OF STUDY | | | | |
|---|-------------------|------------------------|--------------------------------|-------------|----------------------------|
| | Accountancy | Administrative Studies | African Languages & Literature | Agriculture | Arabic and Islamic Studies |
| Bendel State University
Ekpoma, Nigeria | X | | | X | |
| Copperbelt University
Kitwe, Zambia | X | X | | | |
| Cuttington University
College
Suacoco, Liberia | | | | | |
| Kenyatta University
Nairobi, Kenya | | | | | |
| University of Liberia
Monrovia, Liberia | | | | | |
| Makerere University
Kampala, Uganda | X | | | X | |
| University of Botswana
Gaborone, Botswana | X | X | X | | |
| University of Cape
Coast, Ghana | | X | | | |
| University of Dar es
Salaam, Tanzania | X | | | | |
| University of Ghana
Legon, Ghana | | X | X | X | |
| University of Ibadan
Ibadan, Nigeria | | | X | | X |
| University of Jos
Jos, Nigeria | X | | | | |
| University of Malawi
Zomba, Malawi | X | X | | | |
| University of Nairobi
Nairobi, Kenya | X | X | X | X | |
| University of Science &
Technology
Kumasi, Ghana | | | X | X | |
| University of Sierra
Leone
Freetown, Sierra Leone | X | | X | | |
| University of Zambia
Lusaka, Zambia | | X | | X | |
| University of Zimbabwe
Harare, Zimbabwe | X | X | X | X | |

FIELDS OF STUDY IN THE AFRICAN UNIVERSITIES
TABLE 2 CONTINUED

| | Archaeology | Architecture | Art,
Music &
Theatre | Banking
and
Finance | Biology | Building
Technology | Chemistry |
|-------------------------|-------------|--------------|----------------------------|---------------------------|---------|------------------------|-----------|
| Bendel | | X | | X | X | | X |
| Copperbelt | | X | | X | | X | |
| Cuttington | | | | | | | |
| Kenyatta | | | X | | | | |
| Liberia | | | | | | | |
| Makerere | | | | X | | | X |
| Botswana | | | | | X | | X |
| Cape Coast | | | X | | | | X |
| Dar es
Salaam | | | X | | | | X |
| Ghana | X | | X | | X | | X |
| Ibadan | X | | X | | X | X | X |
| Jos | | X | X | | X | | X |
| Malawi | | | | | | | X |
| Nairobi | | X | | | | | |
| Science &
Technology | | X | X | | X | X | X |
| Sierra Leone | | | | | | | X |
| Zambia | | | | | | | X |
| Zimbabwe | | | | | X | | X |

FIELDS OF STUDY IN THE AFRICAN UNIVERSITIES
TABLE 2 CONTINUED

| | Classics | Computer Science | Demography | Development Studies | Economics | Education |
|----------------------|----------|------------------|------------|---------------------|-----------|-----------|
| Bendel | | | | | X | X |
| Copperbelt | | | | X | | |
| Cuttington | | | | | | |
| Kenyatta | | | | | | X |
| Liberia | | | | | | |
| Makerere | | | | | | X |
| Botswana | | | X | | X | X |
| Cape Coast | X | | | | X | X |
| Dar es Salaam | | | | X | X | X |
| Ghana | X | X | X | | X | X |
| Ibadan | X | X | | | X | X |
| Jos | X | | | X | X | X |
| Malawi | | X | | | X | X |
| Nairobi | | | X | | X | |
| Science & Technology | | X | | | X | |
| Sierra Leone | X | | X | | X | X |
| Zambia | | | | X | X | X |
| Zimbabwe | X | X | | | X | X |

FIELDS OF STUDY IN THE AFRICAN UNIVERSITIES
TABLE 2 CONTINUED

| | Engineering
* | English Lang.
& Literature | Environmental
Science | Estate
Management | Fine Art | Food
Technology |
|-------------------------|------------------|-------------------------------|--------------------------|----------------------|----------|--------------------|
| Bendel | X | X | X | | | |
| Copperbelt | | | | X | | |
| Cuttington | | | | | | |
| Kenyatta | | | | | X | |
| Liberia | | | | | | |
| Makerere | X | | | | | |
| Botswana | | X | X | | | |
| Cape Coast | | X | | | | |
| Dar es
Salaam | X | | | | | |
| Ghana | X | X | | | | X |
| Ibadan | X | X | | | | X |
| Jos | X | X | | | | |
| Malawi | X | X | | | X | |
| Nairobi | X | | | X | | |
| Science &
Technology | X | | | X | | |
| Sierra
Leone | X | X | | | | |
| Zambia | X | X | | | | |
| Zimbabwe | X | | | | | |

* Engineering includes: Agricultural, Civil, Electrical, Geodetic, Mechanical, and Petroleum

FIELDS OF STUDY IN THE AFRICAN UNIVERSITIES
TABLE 2 CONTINUED

| | Forestry | French | Geography | Geology | History | Law | Library Studies |
|----------------------|----------|--------|-----------|---------|---------|-----|-----------------|
| Bendel | | X | X | | X | X | |
| Copperbelt | | | | | | | |
| Cuttington | | | | | | | |
| Kenyatta | | X | X | | X | | |
| Liberia | | | | | | | |
| Makerere | X | | X | X | X | X | X |
| Botswana | | X | | | | | X |
| Cape Coast | | X | X | | X | | |
| Dar es Salaam | | X | X | X | X | X | |
| Ghana | | | | X | X | X | X |
| Ibadan | X | X | X | X | X | X | X |
| Jos | | | X | X | X | | |
| Malawi | | X | X | | X | X | |
| Nairobi | X | X | X | X | X | X | |
| Science & Technology | | | X | | X | X | |
| Sierra Leone | | X | X | | X | X | |
| Zambia | | | X | X | | X | X |
| Zimbabwe | | | | X | X | X | |

FIELDS OF STUDY IN THE AFRICAN UNIVERSITIES
TABLE 2 CONTINUED

| | Management
Studies | Marine Biology &
Oceanography | Mathematics | Medicine,
Human | Medicine,
Veterinary |
|-------------------------|-----------------------|----------------------------------|-------------|--------------------|-------------------------|
| Bendel | X | | X | | |
| Copperbelt | | | | | |
| Cuttington | | | | | |
| Kenyatta | | | X | | |
| Liberia | | | | | |
| Makerere | | | X | X | X |
| Botswana | | | X | | |
| Cape Coast | | X | | | |
| Dar es
Salaam | | X | X | X | |
| Ghana | X | | X | X | |
| Ibadan | | | X | X | X |
| Jos | X | | X | X | |
| Malawi | | | X | | |
| Nairobi | | | X | X | X |
| Science &
Technology | | | X | X | |
| Sierra Leone | | X | | | |
| Zambia | | | X | X | X |
| Zimbabwe | | X | | X | X |

FIELDS OF STUDY IN THE AFRICAN UNIVERSITIES
TABLE 2 CONTINUED

| | Meteorology | Modern Languages | Physics | Pharmaceutical Sciences | Political Science | Psychology |
|----------------------|-------------|------------------|---------|-------------------------|-------------------|------------|
| Bendel | | | X | | X | |
| Copperbelt | | | | | | |
| Cuttington | | | | | | |
| Kenyatta | | | X | | | |
| Liberia | | | | | | |
| Makerere | | | X | X | | |
| Botswana | | | X | | X | |
| Cape Coast | | | X | | | |
| Dar es Salaam | | | X | | X | |
| Ghana | | | X | | X | X |
| Ibadan | | X | X | X | X | X |
| Jos | | | X | | X | X |
| Malawi | | | | | | X |
| Nairobi | X | | X | X | X | |
| Science & Technology | | | X | X | | |
| Sierra Leone | | X | X | | | |
| Zambia | | | X | | X | X |
| Zimbabwe | | X | X | | X | |

FIELDS OF STUDY IN THE AFRICAN UNIVERSITIES
TABLE 2 CONTINUED

| | Public
Administration | Religious
Studies | Rural
Development | Science | Sociology | Statistics |
|-------------------------|--------------------------|----------------------|----------------------|---------|-----------|------------|
| Bendel | | X | | X | X | |
| Copperbelt | | | | | | |
| Cuttington | | | | | | |
| Kenyatta | | | | X | | |
| Liberia | | | | | | |
| Makerere | | X | | | X | X |
| Botswana | | X | | X | X | X |
| Cape Coast | | X | | X | X | |
| Dar es
Salaam | | | | X | X | X |
| Ghana | | | | | X | X |
| Ibadan | | X | | X | X | X |
| Jos | | X | | X | X | |
| Malawi | X | X | X | X | X | X |
| Nairobi | | | | | | |
| Science &
Technology | | | X | | | |
| Sierra Leone | | X | | | X | |
| Zambia | | | X | X | | |
| Zimbabwe | | X | | | X | |

STATE OF THE COLLECTION IN AFRICAN UNIVERSITY LIBRARIES IN 1988

TABLE 3

| Universities | Year Founded | No. of Students | No. of Teaching & Research Staff | No. of Books (volumes) | No. of Current Journals (titles) | Books per User | Journals per User |
|---|--------------|-----------------|----------------------------------|------------------------|----------------------------------|----------------|-------------------|
| Bendel State University Ekpoma, Nigeria | 1981 | 5,000 | 293 | 66,000 | 1,000 | 12 | 1.3 |
| Copperbelt University Kitwe, Zambia | 1987 | 1,583 | 127 | 12,600 | 145 | 7 | 1.1 |
| Cuttington University College, Suacoco, Liberia | 1976 | 1,060 | 50 | 100,050 | Not available | 90 | Not available |
| Kenyatta University Nairobi, Kenya | 1985 | 5,500 | 350 | 130,000 | 1,050 | 22 | 1.2 |
| University of Liberia Monrovia, Liberia | 1951 | 3,500 | 325 | 110,000 | Not available | 29 | Not available |
| Makerere University Kampala, Uganda | 1970 | 3,000 | 378 | 450,000 | 6,000 | 133 | 9 |
| University of Botswana Gaborone, Botswana | 1982 | 3,000 | 250 | 126,000 | 780 | 38 | 1.4 |
| University of Cape Coast, Ghana | 1971 | 1,500 | 160 | 150,000 | 2,500 | 90 | 8.1 |
| University of Dar-es-Salaam, Tanzania | 1970 | 3,000 | 840 | 130,000 | 8,500 | 34 | 7 |
| University of Ghana Legon, Ghana | 1961 | 3,743 | 515 | 350,000 | 5,000 | 87 | 5.8 |
| University of Ibadan Ibadan, Nigeria | 1948 | 12,500 | 861 | 650,000 | 6,500 | 48 | 0.5 |
| University of Jos Jos, Nigeria | 1975 | 12,000 | 850 | 270,000 | 5,000 | 21 | 2.9 |
| University of Malawi Zomba, Malawi | 1964 | 2,233 | 383 | 250,000 | 3,000 | 96 | 6 |
| University of Nairobi Nairobi, Kenya | 1964 | 9,776 | 851 | 350,000 | 4,000 | 33 | 2 |
| University of Science & Technology, Kumasi | 1961 | 3,500 | 451 | 160,000 | 1,600 | 40 | 2 |
| University of Sierra Leone, Freetown | 1966 | 3,000 | 300 | 180,000 | 1,550 | 55 | 2.6 |
| University of Zambia Lusaka, Zambia | 1965 | 5,000 | 600 | 250,000 | 1,700 | 45 | 1.3 |
| University of Zimbabwe Harare, Zimbabwe | 1955 | 7,000 | 590 | 400,000 | 5,500 | 53 | 4.3 |
| TOTALS | | 85,895 | 8,174 | 4,134,650 | 53,825 | Average 44 | Average 3.2 |

Table 2 sets out the fields of study in the universities, while Table 3 gives a panoramic view of the quantitative state of the bookstock. The establishment of these universities between 1960 and 1988 means more university libraries. Thus, the bridging of the yawning gaps in the book needs and the provision of the information needs of the staff and students are the major challenges to the African librarian.

Some African librarians claim that the standard of 100 volumes per user in an African university is too high. But this argument is untenable because a university should be a university whether it is in Africa, America or Europe; whether it is in a first, second or third world country. The trend is now towards the equation of academic qualifications. Hence an attempt should be made to establish a standard that will provide a common basis for comparison.

Selection and Acquisition Policies

Ideally, there should be a selection and acquisition policy to assist librarians in the development of a live collection. There are two types of such a policy - the written and the unwritten. Most African university libraries do not have written selection and acquisition policies mainly because librarians think that the primary objectives of the libraries are quite clear and that they could be guided by such objectives. But a selection and acquisition policy, as will be seen shortly, is certainly more than that. However, a few of the university libraries have written policies. Whether they are written or unwritten, the goals are the same namely, to ensure that the book collection contains scholarly materials on a regular basis, to set out selection and acquisition procedures, to give the Collection Development Librarian a document on which to fall back in case of any doubt, and to coordinate all acquisition activities so as to eliminate unnecessary duplication.

In the university libraries where there are written selection and acquisition policies, it was observed that five considerations governed the preparation of the document. The first is the educational objectives of the university. These are teaching, research and personal self-development. Therefore, selected and acquired books must be such that can support the university's academic programmes. The second is the quantity and the quality of the collection. Some national standards prescribe the ultimate size of the collection. From this the average monthly or annual additions can be worked out.

The third factor is the proximity of other library resources. Where there are other large library collections close by, very expensive materials held by one library are not acquired by another library in the same geographic location. However, some expensive materials can hardly be lent on interlibrary loan. This means that in such isolated cases, a library selects, duplicates and acquires comprehensively. The pattern of library development is the fourth consideration. In a university where library development is coordinated, selection and acquisition are also coordinated by the main library. But in universities that operate the collegiate system, selection and acquisition are decentralised.

The final factor that governs the preparation of a selection and acquisition policy is the amount of funds available. With new institutions whose libraries are in dire need of rapid development, funds do not, in general, restrict the policy of comprehensive selection and acquisition of materials that are directly related to the academic programmes. But as the universities grow larger with their libraries, a policy of selective acquisition is adopted except in areas where new subjects of study are introduced.

The organisation of the participants in book selection in African university libraries shows that collection development is a cooperative effort. Recommendations of titles for purchase come from the university administrators, faculty members, students and library staff. To further ensure the joint responsibility of the library staff and the faculties in book selection and acquisition, a very senior library staff member is attached to each faculty. His/her duties are, inter alia, to develop the book collection in the faculty attached to him/her with the assistance of teaching colleagues. Recommendations from the faculty are, therefore, sent through him/her to the Collection Development Division.

As to the buying policies, preference is given to the following categories of materials:

- (i) materials that are directly related to the academic programmes - that is, books, journals etc. both current and back runs;
- (ii) peripheral materials;
- (iii) general reading materials;
- (iv) desiderata or out-of-print materials which can be acquired in any available non-print form.

Title-by-title acquisition is supplemented by subject collections. In this regard, the assessment of the collections by the Heads of the Departments concerned is sought. The sources of supply of materials are determined by the proximity of the bookseller, general efficiency, ability of the supplier to render supplementary services such as production of card sets for ordered titles, and the ease with which invoices can be settled.

The final issue that written selection and acquisition policies in African university libraries touch upon is gifts and exchanges. There are many individuals and organisations that present book gifts to African university libraries. Similarly, some libraries engage in exchange transactions with one another, especially libraries in institutions that have identical characteristics. These enable the librarians to acquire materials that are difficult to obtain through regular trade channels. Unsolicited gifts are accepted provided no strings are attached. A careful selection is made of items that are worth adding to the collection.

Methods of Building up the Collection

Guided by the selection and acquisition policy, the African university librarian is faced with the challenge of building up a fine, live collection. Acquisition by purchase accounts for about 90% of all university collections. This

is of two types. The first type is title-by-title purchase which is based on recommendations of individual titles by participants in book selection. But in view of the student population explosion, the dogma of book selection and acquisition by individual titles can no longer yield significant results. Thus, purchase of whole subject collections is a welcome supplementary device. It is true that acquisition of entire subject collections has its weaknesses because there may be in the collection some dead titles, but these usually do not amount to more than 5% of the collection.

Another variant of the purchase method is the approval system as practised by Blackwell's, Oxford, and Bumpus, Haldane and Maxwell of Olney, Bucks, both in the United Kingdom. First, a participating library has to use the approval profile form to indicate the type of books it wants. But instead of receiving books on approval, the libraries receive multiple announcement and new title information slips. These slips show both the subject and non-subject parameters assigned to each title to aid the librarian further in deciding which books to order. When the slips are received they are classified into broad subject groups and routed to the teaching and library staff in charge of developing the respective subject collections. Since about 90% of the African university library books are printed and published overseas, the libraries find this system useful. Additional advantages are savings in time and cost and current awareness.

Another method of building up the collection is by gifts and bequests. Gifts can be either cash gifts specifically meant to be spent on library books or gifts of books. Bequests are still rare in Africa. Nevertheless, there are a few examples in Nigeria. The late Obafemi Awolowo, a Nigerian statesman, bequeathed his private Law Library to Ogun State University in Ago-Iwoye in 1988. Similarly, Nnamdi Azikiwe, after whom the main Library of one of Nigeria's universities is named, donated his newspaper library to that university.

At this stage, the author will not fail to acknowledge the role of some international organisations in helping to build up African university library collections by donations. One such organisation is Ranfurly Library Service in the United Kingdom. Although it is a registered charity, it receives a small grant from the British Government and occasional help from the British Council. Additional income is derived from donations and grants from a number of Trusts, Foundations, Rotary and Inner wheel Clubs and other supportive organisations. With these it has been possible to send substantial consignments of books to Ghana, Kenya, Malawi, Nigeria, Sierra Leone and Zimbabwe.

Some cynics in these African countries condemn this seeming mendicant approach to developing library collections. But of late Ranfurly Library Service has taken a series of steps to ensure that what it sends to developing countries is both relevant and desirable: the assistance of subject specialists and of internationally experienced librarians such as Evelyn Evans has been enlisted; the Director of the Service, with the assistance of the British Council has undertaken two fact-finding trips - one to East and Central Africa and the other to West African countries; some money received from Trust, Foundations and other

sources is used to purchase new books; publishers' overstocks are being received in increasing numbers and review copies are obtained from various sources. The present author's library has benefitted from the generosity of Ranfurly Library Service. K. C. Harrison has given a true description of the activities and achievements of the organisation.⁶

The British Council has been known for a long time not only to supplement library services in Third World countries with their Council library resources, but also to distribute books to all types of libraries. It has gone further to establish an online searching centre. By this means it is possible to provide CD ROM generated booklists on subjects and as a result of key word searches.

Also worth mentioning are the book sector studies that are funded by the World Bank and Overseas Development Administration and carried out by the British Council and the Book Development Council in some African countries. The aims of such studies are to examine textbook provision at all levels, to identify the current problems and to seek for short term, medium term and long term solutions.⁷

The United States of America is not left out of the book donation programme to African countries. With the assistance of the Ford Foundation which made a three-year grant to the American Association for the Advancement of Science, the Association has been able to expand its Journal Distribution Programme in collaboration with the American Council of Learned Societies. By this means, additional journals that become available in Science, Engineering, Social Sciences and Humanities are sent to university libraries.

Also from the United States is the American Chemical Society which initiated Project Bookshare in 1984. The aim of Project Bookshare is to help upgrade the education of chemists and chemical engineers of low-income developing countries.⁸ It also provides individuals, as well as chemical-related United States organisations, a means of donating Chemistry-related books, back issues of journals and other published material to the American Chemical Society, which in turn makes them available to colleges and universities that the Society has identified as needing such assistance to improve their programmes in chemical education.

The United States Information Service, like its British counterpart, also has been active with book donations to African university libraries. The United States Information Agency in conjunction with the African-American Institute has recently received bulk book donations from American publishers, which were distributed to African university libraries. Other book donors include the National Association for the Exchange of Industrial Resources, Darien Book Aid Plan (both in the United States) and the International Centre for Theoretical Physics in the Third World Academy of Sciences in Trieste, Italy. The list is endless.

It is estimated that book donations must account for between 10% and 15% of the collections in present day African university libraries. But to achieve this, the University Librarian must have the drive and persuasive powers to

convince the prospective donors that the Library deserves to be considered for their book donation programmes.

The number of titles added to the collection through exchange is not as significant as the volume of acquisitions by gifts. This is because African university libraries do not have too many publications to offer in exchange for the needed publications. The few that they have are the university bulletins, calendars and faculty research papers. Even these are not available in sufficient quantity. The alternative is to acquire by purchase some local publications which are added on to the duplicates that have arisen from donations or inadequate bibliographic checking before orders were made.

Since local publications are owned by most of the African university libraries, exchange agreements among such libraries are usually not too successful. Rather the libraries find greater attractions in their exchange transactions with overseas libraries that are delighted to have local publications from Africa, while they send in exchange titles selected by African university libraries. This situation is especially true of foreign universities that have African Studies Centres and programmes and National Libraries. The Library of Congress in the United States, for instance, exchanges library materials with approximately 14,000 exchange partners including institutional libraries in Africa.

Before this section is concluded, a few words must be said about the selection of booksellers. If the required books were available locally, it would be ideal to acquire them through local booksellers, since the books would be delivered more quickly and paid for in local currency. But most of the books bought and used in African universities are in the English language and are printed and published in the United Kingdom and the United States. Naturally, therefore, the largest group of book suppliers to the libraries comes from these two countries. More of these suppliers are from the United Kingdom because of proximity and the comparatively lower rate of exchange of the British pound sterling.

One other consideration is that many overseas publishers stock and warehouse their books in Africa. Among these are African University Press, John Wiley, Longman, Macmillan, Oxford University Press, Spectrum Books, and Thomas Nelson. Books published by these publishers and stocked locally can be acquired directly from the local warehouses or through local booksellers who serve as agents and distributors to the publishers. But titles selected from new title information slips generated by overseas booksellers such as Bumpus, Haldane and Maxwell have to be ordered from such booksellers. The result is that the foreign exchange problem is raised.

IV. IDENTIFICATION AND ANALYSIS OF COLLECTION DEVELOPMENT PROBLEMS

Having decided on what type of teaching and research materials to acquire, the African University Librarian runs against all sorts of problems in the process of building up the collection. The first problem is created by the underdeveloped state of local publishing of tertiary level materials. The paucity of tertiary material printers, publishers and booksellers is as shown in Table IV below:⁹

STATE OF THE BOOK TRADE AT THE TERTIARY LEVEL

TABLE 4

| Countries | Number of Institutional Publishers | Number of Booksellers | Number of Printers |
|--------------|------------------------------------|-----------------------|--------------------|
| Botswana | 2 | 1 | 1 |
| Ghana | 34 | 10 | 9 |
| Kenya | 66 | 45 | 44 |
| Liberia | 3 | 5 | 4 |
| Malawi | 17 | 5 | 8 |
| Nigeria | 98 | 51 | 20 |
| Sierra Leone | 6 | 4 | 2 |
| Tanzania | 23 | 13 | 20 |
| Uganda | 12 | 5 | 6 |
| Zambia | 23 | 6 | 7 |
| Zimbabwe | 46 | 33 | 25 |
| TOTAL | 330 | 178 | 146 |

O. G. Tamuno in her paper on Local Publishing and Development of Academic Libraries has examined this problem in depth.¹⁰ Governments are aware of the hopeless situation, but not much is being done to ameliorate it. Although there is no dearth of writers, nevertheless their frustrations outweigh those of the Librarian. On the average it takes an African scholar and author about three years to prepare a 300 page book on a serious academic subject. During the period of gestation the author undergoes a series of mental strains and physical stresses as a result of the social conditions. After toiling to complete a

manuscript, he finds it difficult to get it published in time, not because the quality of the work is in doubt, but because there are many hurdles to cross.

First, the assessors' report may take anything from one to three years to arrive. When the quality of the work has been authenticated, the local publisher gives a host of other excuses ranging from the narrow scope of the work through low potential sales to unfavourable royalty conditions. The next hurdle is reached when the publisher accepts the manuscript for publication. Printing it abroad again raises the foreign exchange problem and imposes about 30% duty on its re-entry into the country. By the time the book is in print, much of the data, especially the statistical data, are out of date. The final hurdle is the reluctance of African booksellers to promote tertiary books written by African authors. Like the publishers, the booksellers prefer sensational, fast-moving books which enable them to have a quick turnover of profits.

No less frustrating to the author is the wide-spread practice of book piracy. Some unscrupulous printers have become such adepts in book piracy that one can hardly differentiate between the original and the pirated copies, except perhaps the colour illustrations which come out in black and white in the pirated copies. As should be expected, the pirated copies are sold at give-away prices, the sale of the original copies is at a standstill, and the author loses whatever royalties he would have received.

The author's loss of royalties is not attributed to the acts of book pirates alone. Some dishonest publishers do not declare to the authors the true number of copies of their books that have been sold. This further reduces the author's expected royalties. Nor does the author find much protection in the Copyright Laws, many of which permit the photocopying of two or more copies of a book. All this dampens the enthusiasm of the author to write more books.

The few tertiary books that are locally published are difficult to identify. A negligible number are reviewed in the daily newspapers, but a vast majority are not. Bibliographic control is poor and trade catalogues are virtually non-existent. The only known trade catalogue, African Books in Print, is published in the United Kingdom. Countries such as Ghana, Nigeria, and Zimbabwe have national bibliographies but they are produced irregularly. Books published in Kenya are covered by the Accessions List Eastern Africa prepared by the Library of Congress Office in Nairobi.

Kate Kwafo-Akoto of the Regional Institute for Population Studies at the University of Ghana has ably documented the problems associated with the acquisition of population documents in Africa.¹¹ These problems are equally applicable to the acquisition of other types of materials in Africa. With the existence of numerous trade catalogues, review journals, new title information slips, and advance information blurbs, it is much easier to locate new foreign books than locally published titles.

More serious than the foregoing problems is funding and the effects of heavy reliance on government for financial support. The average of 5.88% of the recurrent budget that should be set aside for the Library has been variously

interpreted. In some universities, it is meant to cover not only books and journals but also personal emolument, goods and services, furniture, equipment and electricity consumption. In others it is applied exclusively to collection development. These interpretations depend on the whims and caprices of the Vice-Chancellor. When a library-conscious academic is appointed as Vice-Chancellor, the level of financial support to the Library rises and he applies the 5.88% of the recurrent budget to books and journals alone. But if another Vice-Chancellor thinks that a student can get through the university with just one textbook in each of his courses, the Library's book vote drops.

The prohibitive cost of books has, in addition, made the 5.88% of the recurrent budget unrealistic. This is compounded by the dwindling value of the local currencies and its twin sister, inflation. It may be argued that African governments are well-meaning when they decide to apply for external loans in order to improve the lot of the people. But one of the conditions for obtaining such loans is the mandatory devaluation of the local currency. The average cost of a periodical title in 1989, for example, was about \$274.00. Handling and carriage required an additional 20% bringing the total cost to about \$328.80 per title.¹² Thus, to renew 1,500 periodical titles would require about \$493,200.00. In the same vein, the average cost of a book title during the same year, 1989 was put at \$120.00. To acquire 8000 titles per annum would require at least \$960,000.00.¹³

If it is realised that the local currencies have been devalued by as much as 500%, and if these estimated costs of books and journals are related to and compared with the 5.88% of the recurrent budget that is set aside for collection development, the result would be a librarian's nightmare.

This raises the question of the effects of government funding on collection development. Such effects can be both advantageous and disadvantageous. The greatest advantage of the Library's heavy reliance on government for financial support is the necessity on the part of government to develop a strong political will towards university libraries. For if the government is to look up to the universities as a source of supply of manpower and research needs, if the universities are to produce graduates of high quality, and if the African governments' latest policy in higher education in favour of science and technology is to metamorphose into the establishment of local science based industries in preference to the idea of "technology transfer," then the government must be concerned about the development and maintenance of libraries on an adequate scale and make the universities see it as one of their primary duties to do so.

However, the most noticeable negative effect of overdependence of university libraries on government subvention is the unpredictable national income. This means that any vagaries in the world demand for African countries' principal sources of export revenue can severely affect the level of funding in a positive or negative direction. The result is that the downward trend of prices of such products adversely affects the level of funding of all government projects including universities and their libraries. During such periods, universities, like

other public sectors of the African economy fail to receive all their subventions in the approved budget. This was exactly the case when in 1988 only between 50% and 70% of approved budgets was released to African university libraries. At about this same time also, university libraries were usually directed to reduce their recurrent budget by as much as between 20% and 40%. In such times of stress when expenditure has to be curtailed, the library grant is one of the first to be affected. This is made possible because money is released to universities as block grants with no restriction on what the universities can do with the funds allocated. This is also why administrative expenditures are much higher than should be allocated according to the norms, while expenditures on teaching, learning and research materials are much lower.

The inevitable consequence of this type of cut in budget is that after staff salaries and wages are paid little or nothing is left for collection development. Most often the grants that governments ultimately make to universities and their libraries bear no relationship whatever to the original estimates. The governments simply decide on what they can give regardless of the estimates and whatever pleas universities make. In such circumstances, the universities and their libraries just have to prepare another operating budget based on what is available.

This type of unpredictability in financing makes it difficult for the University Librarian to do any meaningful planning. It is, for example, difficult to plan book buying trips. It is nearly impossible to aim at acquiring 12,000 volumes of books per year, and it will be with luck that journal subscriptions can be maintained. It is for this reason that the rate of book acquisitions has drastically dropped, journal holdings include numerous broken sets, the number of current books on the shelves has declined, and the problem of book scarcity among students has been accentuated.

Paradoxically, the universities are admitting more and more students without giving any thought to the effect which this can have on library collections. It is true that all the African universities put together have never been able to admit up to 25% of the qualified candidates who applied. Even the number admitted almost invariably overshoots the projected figure by as much as between 50% and 60%. The result is that many of the book titles are placed on reserve and the Copyright Law is violated by students who are prepared to pay to photocopy whole books.

It is astonishing that instead of sincerely addressing the issue of book scarcity and improving the level of funding to the libraries, Copyright infringement is somewhat being condoned. In one African country, the Copyright Law states:

The right conferred in respect of work by Section 5 of this Decree does not include the right to control the making of not more than three copies of a book...¹⁴

Equally exempted from the same Copyright Law is

any use made of a work by or under the direction or control of the Government, or by such public libraries, non-commercial documentation centres and scientific or other institutions as may be prescribed, where use in the public interest, no revenue is derived therefrom and no admission fee if any, to the public of the work so used.¹⁵

Sometimes, African governments tend to adopt other policies that stunt the growth of library collections. One such policy is the practice of adopting rather than adapting library legislation from the developed parts of the world. A case in point is the legislation that the ultimate size of a university main library should not exceed 500,000 volumes and that the annual rate of acquisition should correspond to the rate of weeding.¹⁶ Implied in these stipulations is the concept of "self-renewing" library, a term used for the policy of restricting the physical growth of libraries.

Obviously, this is taken from the highly controversial Atkinson Report in the United Kingdom.¹⁷ That Report questioned the practice of providing space for the whole of a library's existing and anticipated accessions. The basis of this challenge was that the existing practice rested "on the assumption of indefinite accumulation, possibly at a high rate of growth which would lead in a comparatively short time span to financial and reorganisational problems of such magnitude as to pose a threat to sustain it."¹⁸ As an alternative, the concept of a "self-renewing" library in which the new accessions would be relieved by the withdrawal of obsolete or unconsulted material to other stores was evolved. Although the principle was farsighted for Great Britain, it was not accepted by British librarians without reservations. For African university libraries south of the Sahara and north of the Kalahari it is unrealistic and unwise to attempt to develop the collection at the same rate as to weed them because the oldest of them is only forty-two years.

To crown the frustrations of the African University Librarian, some university authorities have directed that the University Bookshop should be responsible for acquiring books for the University Library. This has arisen from the sudden realisation that the government can no longer be the university's sole financier, and that in a free society values like freedom and autonomy are best guaranteed by financial independence. For these reasons the universities are expected to generate their own wealth. In this respect many African universities have been instructed to try to generate their own revenue by annual incremental steps of 5%. To achieve this the university authorities have established such profit oriented centres as consultancy services, commercial firms and bookshops.

There is nothing wrong with looking for alternative sources of income provided the right approach is adopted and provided that in a bid to generate funds the academic reasons that justify the existence of a university are not relegated to the background. This is where the decision that the bookshop should acquire books for the Library is not based on sound reasoning. As a commercial

centre, the bookshop places the highest premium on the profit motive. The Library, on the other hand, is an academic support service whose primary responsibility is to provide teaching and research materials. The one is concerned about economic cost, while to the other opportunity cost - that is, the cost to the lecturer, researcher and student for failure to find the information he wants - is the overriding consideration. While the bookshop will take days, weeks or months to haggle over prices in order to maximise its profits, the Library wants to acquire relevant material wherever it finds it at whatever cost lest it be lost to other libraries. The best way to get the bookshop and the Library to work for the progress and development of the university is not to seek to improve the fortunes of one at the expense of the other. Rather, mutual cooperation between the two can be fostered if the Bookshop Manager regularly sends his list of new stock to the Librarian, while the Librarian occasionally makes trips to the bookshop, browses and makes on-the-spot selection of relevant books.

These are the major frustrations of an African University Librarian. It will take the patience of Job and the wisdom of Solomon to combat or accommodate the problems and yet retain the Librarian's stature as a professional. The Librarian knows what to do and how to do it, but either hasn't the wherewithal to do it or the free hand to do it.

V. SUMMARY OF FINDINGS AND RECOMMENDATIONS

Summary of Findings

In this paper a modest attempt has been made to examine collection development activities in African university libraries in English-speaking Africa. For his data, the author relied on eighteen universities situated in eleven different countries south of Sahara and north of the Kalahari. The key areas that have been highlighted are sources and levels of financial support, the state of the bookstock and how it is built up, and the challenges to and the frustrations of the librarian. Arising from the study are the following major findings:

1. Modern African universities are comparatively much younger and smaller than their American and British counterparts. Their academic programmes are, to a very large extent, duplicated even within the same country and the concept of centres of excellence is hardly noticeable.
2. The university libraries are correspondingly small, but their objectives are clear-cut and the librarians have a clear perception of their service mission.
3. The main source of financial support to the library is government grants which account for about 84.14% of the subvention. The other sources of support are gifts and bequests, endowments and miscellaneous sources. There is only one exception to this pattern and that is because the exception is a private institution.

4. Of the estimated 9.43 million volumes of books that were required in 1988 by the eighteen universities which provided the data and institutional setting for this study, only about 4.13 million volumes of books, or 43.83% and 53,825 current journal titles were available. These worked out at the rate of 44 books and 3.2 current journals per user.
5. On the average 5.88% of the recurrent budget is set aside for collection development.
6. Few African university libraries have written selection and acquisition policies.
7. The development of the book collection is a joint responsibility among faculty members, library staff, university administration and students.
8. Both traditional and modern methods of acquisition are employed. These include title-by-title method, purchase of subject collections, gifts and bequests and on-approval profile based on the university's academic programmes and new title information slips.
9. In the process of building up the bookstock there are myriads of problems that confront the African librarian. The most salient of these are the underdeveloped state of local publishing of tertiary-level materials, the scarcity of books, the frustrations of the indigenous author, poor bibliographic control in respect of locally published materials, inadequate funding, dependence of library subvention on unpredictable national income, high cost of books, and counter productive government and university policies.
10. The establishment of more universities means more university libraries. This and the opportunity to build up book collections in these libraries constitute challenges for the African librarian. But the multi-faceted problems are a greater source of frustration.

Recommendations

This paper would be incomplete if some solutions were not proffered for consideration. Therefore, from the vantage point of an indigenous African librarian who has personally experienced the challenges and the frustrations, the following recommendations are presented for consideration:

1. Special grants should be made to the libraries to upgrade and update their collections. Thereafter, there should be a budgetary commitment to sustain and maintain the collections. The assistance of international organisations could be enlisted.
2. Core lists of books and journals in the different subject areas should be compiled. Perhaps the national library associations are best placed to do this. Such lists will make up for the lack of bibliographical and current awareness tools.

3. It should be a matter of general policy that each university library should have a written selection and acquisition policy, which should be based on institutional and education priorities.
4. Minimum standards for collection development should be drawn up and enforced. Enforcement can be most effective through the introduction of the concept of accreditation of programmes and facilities.
5. National book policies should be evolved. Included in such policies should be the use of cheap newsprint instead of expensive glossy bond paper. The intellectual contents are certainly more important than the aesthetic glossy finish. However, when the economic situation improves and a reasonably large quantity of books is available, the policy could be reviewed in favour of using bond paper.
6. Bank loan policies should be liberalised and printers and publishers granted loans with fairly generous conditions. This will go a long way to take care of the heavy capital investment involved in book production.
7. There should be an agreement between the African and foreign publishers aimed at buying up rights that will enable the African publishers to publish much-needed foreign books locally.
8. The publishing of slow-moving tertiary books should be undertaken by the government. Alternatively, authors of tertiary books should be given financial assistance and the publication of their books subsidised.
9. It is absolutely necessary to define the items covered by the percentage of recurrent expenditure that should go to the library. If it is to cover books, journals, personal emolument and sundries, at least 10% of the university's recurrent budget is recommended. But if only books and journals are involved, the current average of 5.88% of the recurrent budget is adequate for now.
10. The percentage of the recurrent budget that is set aside for the library should be allocated at source as is the case with teaching equipment and research votes. When this has been done, the money should not be diverted to other purposes by the university authority and any unspent amount should not lapse at the end of the financial year, but should be carried over to the following financial year.
11. Imported printing materials should be duty-free until the local industries are able to meet the needs of the printers. Thereafter, the fiscal policy could be reviewed so as to protect the local industries.
12. In spite of government efforts to produce books locally, it will take time to do away with importation of books. In fact, no African country can completely overcome this. Therefore, more foreign exchange should be made available for the importation of indispensable foreign books.
13. No university can ever be self-sufficient in terms of teaching and research resources. The solution lies in resource-sharing. This could be done on a regional basis, since the project may be too unwieldy and cumbersome if it is organised nationally.

ENDNOTES

1. The following universities provided the data and institutional setting:

(i) Botswana

University of Botswana, Gaborone.

(ii) Ghana

(a) University of Cape Coast, Cape Coast.

(b) University of Ghana, Legon.

(c) University of Science and Technology, Kumasi.

(iii) Kenya

(a) Kenyatta University, Nairobi.

(b) University of Nairobi, Nairobi.

(iv) Liberia

(a) Cuttington University College, Suacoco.

(b) University of Liberia, Monrovia.

(v) Malawi

University of Malawi, Zomba.

(vi) Nigeria

(a) Bendel State University, Ekpoma.

(b) University of Ibadan, Ibadan.

(c) University of Jos, Jos.

(vii) Sierra Leone

University of Sierra Leone, Freetown.

(viii) Tanzania

University of Dar es Salaam, Dar es Salaam.

(ix) Uganda

Makerere University, Kampala.

(x) Zambia

(a) Copperbelt University, Kitwe.

(b) University of Zambia, Lusaka.

(xi) Zimbabwe

University of Zimbabwe, Harare.

2. Ifidon, S. E. Essentials of management for African university libraries. Lagos, Nigeria, Libriservice, 1985. pp. 31-43; Association of African Universities. Newsletter No. 11, February 1988. p. 2
3. This information was collected from the returned questionnaires. The data so gathered were supplemented with additional information from Commonwealth Universities Yearbook. London, The Association of Commonwealth Universities, 1989. Vols 1-3.
4. Suacoco, Liberia. Cuttington University College Handbook, 1988.
5. Ibadan, Nigeria. University College, Documents supporting a request for massive financial aid from America's great Foundations, May 1962, and Summary of memorandum on recurrent and capital needs over the 1962-1967 quinquennium. Ibadan, 1962.
6. Harrison, K. C. Books for developing countries: the Ranfurly contribution. International Library Review 20: 45-51, 1988.
7. Nigeria Books Sector Study: Summary Report. Commissioned by the Federal Ministry of Education (Nigeria), funded by the World Bank and Overseas Development Administration and carried out by the British Council and the Book Development Council. Lagos, Nigeria, January, 1990. 38 pp.
8. American Chemical Society. ACS Project Bookshare. ACSESS 6(4): 5, November, 1987.
9. The African Book World and Press: a Directory 4th ed. London, Hans Zell Publishers, an imprint of K.G. Saur, 1989.
10. Tamuno, O. G. Local publishing and development of academic libraries. African Journal of Academic Librarianship 2 (1): 1-5, June, 1984.

11. Kwafo-Akoto, Kate O. Acquiring unpublished population documents in Africa: a personal experience. ASLIB Proceedings 40 (4): 105-110, April, 1988.
12. Periodical prices. Library Association Record 91 (5): 297-298, May, 1989.
13. National Universities Commission. Situation report on libraries in Nigerian Federal universities. Lagos, Nigeria, 1990.
14. Nigeria. Federal Republic. Official Gazette. Decree No. 47. Copyright Decree, 1988. Lagos. A848.
15. Ibid. A849.
16. Nigeria. National Universities Commission. Standards guide for universities. Lagos, Nigeria, 1977. Various pagings. This Guide prescribes 500,000 volumes of books as the ultimate size of Nigerian university libraries.
17. Great Britain. University Grants Commission. Committee on Libraries. Report. London, H.M.S.O., 1967. pp. 150ff, 264-281.
18. Ibid. p.6.