

THE LIBRARY IN THE UNIVERSITY COMMUNITY*

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THE OCCASION OF this inaugural lecture provides an opportunity not only to learn from the review of the past but also to speculate on the future. Because social and technical change is accelerating, it has been suggested that learning must become a lifelong process, which will not stop with graduation from university. If higher education becomes more extensively involved with continuing education the implications for a university library are rather obvious, although a considerable amount of work will be required to translate service objectives into terms of specialized-collection development, seating requirements, and budgetary considerations.

In his book, *Universities: British, Indian, African*, Sir Eric Ashby asserts that the inspiration to create new university institutions in Britain's colonies had its source in the reports of Currie in 1933 and Channon in 1943, and that its first practical consequences are embodied in the De La Warr report on Makerere, published in 1937. The Currae Report had called for an immediate and publicly announced programme of university development; in doing so it was strongly influenced by political considerations. It saw serious political trouble and a very real danger of alienating enlightened African opinion unless adequate provision was made for the growing demand for higher education in Africa, and it regarded it as damaging to British prestige that an increasing number of Africans should be seeking training in foreign countries.¹

By 1943 the tide of the Second World War had turned, the British colonial service was becoming reconciled to the price of development of the indigenous peoples that they rule and there was at that time a Secretary of State, Oliver Stanley, appointed in 1942, who considered university education to be one of the most important questions in connection with the post-war reconstruction and development of the Empire. The idea necessary for creating colonial universities having been supplied by Currie, De la Warr and Channon, what was now needed was a strategy to turn ideas into accomplishments.

Stanley announced in the House of Commons on 13 July 1943 that he was setting up a commission under the chairmanship of Sir Cyril Asquith. This commission published its report in 1945 and said that the chief objective on establishing universities in the British colonies should be to create institutions to which the colonies, after that first stage of development, would look for the

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¹E. Ashby, *Universities: British, Indian, African: A Study in the Ecology of Higher Education* (London, Wiedenfeld and Nicolson, 1966), 194.

production of men and women with standards of public service and capacity for leadership which self-rule would require. It regarded as practicable, and indeed as urgent, the immediate setting up of university colleges which would not be empowered to grant degrees but which would be created with the teaching strength, buildings and other elements of the material background which would place them on an equal footing with the Western universities.² Among the elements of the material background of great importance to the universities were obviously the university libraries, about which A.M. Carr-Saunders remarked in 1963:

To any university the importance of its library is central, but to overseas universities and colleges their libraries are of even greater importance than to western universities. In all subjects members of staff must depend almost wholly on the library provision made by their institutions. Such public libraries as exist are very seldom of any use to them, and few even serve the needs of the students,³

For a dozen years after its publication, the Asquith Report remained the basis of British policy for higher education in the colonial territories, and the institutions established under the arrangements proposed in the Report became known as Asquith Colleges. Between 1946 and 1949 the University of London had entered into special relationships with colleges in the Sudan, Nigeria, the Gold Coast, and Uganda. In Central Africa, the major outcome of the Asquith plan was a report, published in 1953, of the Carr-Saunders commission on higher education in Central Africa which had been appointed by the Central African Council to draw up a plan for a university college to serve the then Southern Rhodesia, Northern Rhodesia and Nyasaland.⁴ The report was in favour of an interracial college. Thus only one university institution was originally established in British Central Africa—the University College of Rhodesia and Nyasaland; and it was in accordance with the recommendations of the Asquith Commission, which urged the creation of universities and colleges so situated that, as far as was compatible with geography, the remaining areas of the Colonial Empire should be served by one of them. The University College of Rhodesia and Nyasaland was to serve an area which in 1953 became the Federation of Rhodesia and Nyasaland till its dissolution in 1963. In resources British Central Africa was potentially very rich and was beginning to enjoy the benefit of their exploitation. It was therefore evident that, so far as these matters were relevant to the founding of a university institution in Central Africa, the necessary conditions existed.⁵

² Great Britain, *Report of the Commission on Higher Education in the Colonies, 1944-45* [Cmd. 6647; Chairman: Mr Justice Asquith], 104,

•Quoted in J. Harris, 'The library in the expanding African university', *Nigerian Libraries* (1967), **III**, 40-6.

"Central African Council, *Report of the Commission of Higher Education for Africans in Central Africa, 1953* (Chairman: A.M. Carr-Saunders], 105,

⁵S.M. Made, 'University libraries in English-speaking Central Africa', *Journal of Librarianship* (1969), I, 239.

The University College of Rhodesia and Nyasaland was the last to be established on the Asquith model. That there are now three university institutions serving the same area is a result of the gaining of political independence by Zambia and Malawi after the breakup of the Federation.

Whatever evils can be attributed to British imperialism, there can be nothing but praise for its legacy to libraries in the new universities established in the last few days of its rule. Firmly written into the constitutions of the universities at Accra, Ibadan, Khartoum, Salisbury, as well as outside Africa in Malaysia, the West Indies and Hong Kong, is the practical recognition of a library as essential to each university's aims and function, and a status for the librarian as one of the senior officers of the institution. It was an immense advance on what prevailed at the time in most Commonwealth universities. This matter of legislation in the university becomes more important than ever in a continent which has no established university traditions. The library is in most of our universities the only source of supply to staff and students. It alone must meet all their library demands. This is so different from the position in the developed countries, with their multitude of public, special and national libraries, that it is not generally appreciated. As Harris says:

Africa has been largely a continent without books. They are still in desperately short supply throughout most communities. The result is that our university libraries experience abnormal pressures from readers not only from within the university but from outside as well. This forces us to interest ourselves in the whole range of book resources and of agencies supplying the books. A bookshop on the university campus, a public library system for our community, libraries for teachers in schools, reference libraries for government departments—all these are as essential to our continued existence as OUR own collections.⁶

In our African setting, there are several factors which tend to influence the general trend in university library development which may not be experienced in the developed countries. To take library material, in developed countries the university library stock is reinforced by the existence of public, special and national libraries from which students can borrow to supplement their reading. In Africa the university's own library is the only source of book supply available to staff and students. This, therefore, implies that, as Harris points out, special attention should be directed toward the consequential need for a higher ratio of library to total university expenditure than in other parts of the world.⁷

The question of efficient manpower leads the university libraries to give special consideration to the recruitment of qualified and dedicated library staff. Perhaps of greatest importance, the urge to improve the economic, social and

⁶Harris, 'The library in the expanding African university', 43.

⁷Ibid.

cultural conditions in their area produces a pressing need for the university libraries in Africa to support the teaching and research programmes which the universities have designed to suit the social, political, economic and cultural needs of Africa. All this is bound to influence the university libraries' policy decisions in a number of ways. As Varley said in his inaugural lecture at this university in 1962,

the emergent states [in Africa] desperately need the information on which to base their developing economies, and the investment in organized knowledge ... Outside aid will not last for ever. The interchange of information about one another's publications, scientific research, administrative experience, training methods, reliable and up-to-date documentation centres, using the latest techniques of the library world—all these are the business of the librarian as well as of the administrators.⁸

Another librarian has described libraries as follows:

The library may be said to resemble the institutional memory of man. It is an archive of collective wisdom and folly, as well as an active agency which attempts to identify the informational needs of its constituents and to develop collections and services accordingly. The library is a fragile organism, subject to crippling damage as a consequence of easily afflicted wounds, be they physical or financial. It must, at once, accommodate the Nobel Laureate and the most immature beginning student. It must attempt to match the infinite expectations of its readers with the realities of a very finite budget for books, staff, and space, and it must maintain its credibility with the administration lest it be thought of as simply another unit of the University completely dedicated to the absorption of institutional funds. Most difficult of all, the librarian must convince each of several hundred faculty members that the only reason for which the library exists is to minister to their personal bibliographic needs and wants.⁹

He continued by saying that in supporting the teaching and research activities of the university the library must accumulate historical manuscripts, economic papers from other developing countries, ephemeral literature from radical political organizations, census data, and books and periodicals of all time and in all languages of the world. These must be carefully selected from a large mass of available publications and brought together in an organized collection. The development of new fields of knowledge spawns new academic programmes which are estimated to double every twelve to fifteen years. These pressures, plus increases in publishers' prices, result in obvious pressures, not only on the library budget but also on available space. This, then, is the general environment in which the university library finds itself today. It has little to say about the academic

⁸D.H. Varley, *The Role of the Librarian in New Africa* (London, Oxford University Press, 1962), 20.

⁹J.E. Skipper, 'The academic library and the future', in *University Library Problems: Proceedings of a Symposium in Library Science on the Occasion of the 350th Anniversary of the Uppsala University Library* (Uppsala, Acta Bibliothecae R. Universitatis Upsaliensis 19, 1975), 15,

programmes which it is called upon to support, it has slight influence in controlling the number of students and faculties it must serve; it exercises practically no effect in influencing either the amount or the bibliographic integrity of the products which it must acquire and service; and it is hostage to the fortunes of budget allocation and inflation of prices. The character and efficiency of a university may be gauged by its treatment of its central organ the library. The British University Grants Committee in 1921 said:

We regard the fullest provision for library maintenance as the primary and most vital need in the equipment of a university. An adequate library is not only the basis of all teaching and study; it is the essential condition of research, without which additions cannot be made to the sum of human knowledge.¹⁰

A university library has a twofold function, of supporting, on the one hand, the teaching of undergraduates and, on the other hand, the creative work in scholarship and science by the postgraduate students and members of the university staff.

Library provision for the undergraduate may be considered under the heads of special education and general education. So far as its speciality is concerned, a well chosen collection of books related to the teaching courses may be sufficient, and to furnish a total collection suitable for undergraduates in all departments and faculties is not, in principle, an unduly formidable task. That this total collection should be considered a separate entity is reasonable, but perhaps not to the extent of relegating it to a separate building. The library should present to all, and not least to undergraduates, the unity and not the fragmentation of knowledge.

The initiative of the library is no less important in connection with general education. Every student should learn the efficient use of printed sources of information, and students who have the privilege of a university education and thus have spread before them every day for three years or more a large and varied collection of books, should not lack encouragement to use this opportunity to the utmost. There are indeed students who, of their own accord, will make themselves at home in a large library, but it is only too true that the majority place themselves as near as they can to the books in their chosen subjects and do not stray from, say, Economics to Physics or vice versa, and they might be hard put to it to tell you where was to be found *Who's Who* or the *British National Bibliography* or even *The Times Higher Education Supplement*,

The provision of a good undergraduate library is, though by no means an easy or mechanical task, nevertheless a manageable and controllable one, Research on the contrary requires by its very nature a virtually limitless amount of material: fundamental research is *exhypothesi* unpredictable, and the best collection of books is that which can answer the greatest number of unseen questions, respond to the greatest number of emergencies. Literary research and scientific research do, of

¹⁰Ibid., 15-16.

course, present an Important difference in that, for the former, books and documents generally are the raw materials, while for the latter they are records of progress and the form which they take is that of periodical publications. A scientist will largely be satisfied if a library possesses complete runs of every relevant periodical in every major language: a classical scholar or a medieval historian may want any book published since the invention of printing, as well as manuscripts and archives. Literary and historical research is handicapped at every turn by gaps in the collections.

Emphasis on research does not deny or minimize the needs of the undergraduates: it is, in fact, the only way to ensure that the teaching which they receive is of university quality, the alternative is memorably expressed by Gibbon when he said of the teachers of Constantinople that 'They held in their lifeless hands the riches of their fathers, without inheriting the spirit which has created and improved that sacred patrimony: they read, the praised, they compiled . . . a succession of patient disciples became in their turn the dogmatic teachers of the next servile generation.'

The book-stock position today is perhaps most difficult of all to estimate, and this is paradoxical since it seems to be most susceptible of simple measurement. When evaluating book-stock it is important to bear in mind the differing levels of reader demand made on a university library. It is not enough to make simple comparisons between the population size and book-stock of particular institutions.

To provide library services to an undergraduate body, irrespective of its size, requires first of all a basic collection related primarily to the teaching programme but providing also sufficient background, Integrative and non-teaching material to make of the library an educative instrument in the widest sense. Opinions differ on the optimum size of such a collection and economy in book-stock might be possible in an institution severely limited in its areas of teaching, but anything less than 100,000 volumes hardly provides sufficient scope for the intelligent student to gain real benefit from 'reading' for a degree, or for the conscientious lecturer to introduce sufficient variety and challenge into his lectures or assijpimeit work. Allowing for serial titles and minimal duplication, such a collection would after all be unlikely to include as many as 50,000 separate titles.

Given this basic collection, the size of the student population now becomes an important factor, since bitter experience has shown that the effectiveness of the library will be preserved only so long as a sufficient number of copies of much used titles is available to meet the demands of large classes.

Any reduction below this point drives the library into the staff-expensive and library-negating system of extensive closed reserves, or stimulates reader delinquency. This last expresses itself in rising loss rates and, more despicably, in a rash of book mutilation. A virtual breakdown in service can occur almost overnight, at the point where marginal offenders, or previously moral library users, are suddenly forced, in the desperation of self defence, to compete with the dedicated delinquent

on Ms own ground. To the basic collection then, must be added an adequate number of multiple copies, to the order of certainly no less than an average ~~Over~~ the whole range of university studies of one copy per twenty students enrolled In the particular course for which a book in question is in demand.

Such a mechanically adjusted collection, its overall size dictated by undergraduate numbers, gives us, however, no more than the working stock for first-degree education. We must now face the problem of providing for research, a problem which arises, *in library terms* and so far as students only are concerned, as soon as the institution involved offers honours courses to the first degree. It becomes increasingly difficult as the university moves into the higher degree field and it tends to dominate book-stock planning once doctoral degrees are offered.

But the library may **not** be able to wait for students to be required to work to a research pattern. In any university today practically every academic member of staff will expect facilities for the pursuit of his private research, in part because this desire to contribute to knowledge is basic to the **true** scholar and, perhaps more practically, because the road to academic promotion is taken, all too frequently perhaps, on the stepping stones of original publication.

It is practically certain in fact that no librarian starting *ad initio* today to build a university collection could ever advance systematically as suggested even if the availability of books, particularly ageing titles, was such that he could really pick and choose. Within the first books that he selects will be some whose use, while marginal for the undergraduate, is vital for the research worker; and so from his first purchases the librarian **will** be committing himself to collecting in some depth in some field or other.

With regard to research workers, the position is even less satisfactory than with undergraduates. It is quite impossible to determine from the figures of annual accessions the extent to which these present a real increase in the research potential of the libraries concerned, but it is indisputable that African scholars are still at a decided disadvantage compared with their colleagues overseas.

The considerable enlargement of book-stocks will be usable to maximum effect only if satisfactorily housed. By the same token more increases in staff, and even improvements in staff quality, will not be reflected to the full in increased and improved services to readers unless library buildings provide **attractive** and efficient space both for readers and for the staffs work areas.

Our university is still young and its character is being moulded by the exigencies of a rapidly changing world. Its function, and the function of all universities, is to integrate progress with tradition, and especially intellectual adventure with established human values. In the fulfilment of that function, the library is an indispensable instrument. So we must believe, is the librarian.

There is a need for librarians to serve their public ie the intangible yet important way of being the same kind of person, and this need is vital in the society of a university. The senior posts in the university library require not merely good

graduates, but men and women who can understand by direct participation, the habits, the prejudices, the enthusiasms of the scholar and the scientist. Candidates of this type are not common—or not common enough among those seriously contemplating librarianship as a career; and if the university library is to be successful ie attracting them, it must offer far better facilities than at present available — more time, more opportunities for travel, as well as eligibility for bursaries and fellowships, since those who have a genuine capacity for research are properly anxious to do research. A university stands or falls by its encouragement and use of creative talent, and a university library cannot play its full part without a share of that talent.

As the library is part of the university and according to some—chiefly librarians, but on occasion even vice-chancellors—the heart of the university, its relation to the university is important. If the heart stops beating the life goes out, and certainly if there were no library there could not be a university, unless each professor and student had his own private library. That has never been really possible or sufficient, and so the university library came into being as the corporate library of the university.

The librarian is often concerned about his own place within the university community. It has sometimes been very uncertain and in some cases it still is. It is clear that if the librarian is to hold the keys of the library, of the university, and if he should ideally feel himself in relation with the library and with the university, then he should have the same quality and the same honour and freedom as any other professor of the university. I do not say he should claim it but that it should be accorded to him as a thing natural and right and befitting a university.

The librarian must have a life other than that of a librarian, and that within the university itself. He must have the disposition and the leisure not to be a librarian all the time for 'the virtue of leisure is not that the functionary should function faultlessly and without a breakdown, but that the functionary should continue to be a man, and that means that he should not be wholly absorbed in the clear-cut milieu of his strictly limited function'.¹¹

The relation of the library to the members of Senate and the faculties is of primary importance. It is they who largely determine the policy of the university and so of the library, and the librarian must study their ideas and temperament with the greatest care and sympathy. That is not to say he will always agree with them but if his point is of real importance to him and the library, they will listen and consider attentively.

One distinguished librarian said that as the librarian needs the co-operation of his colleagues of the faculty his first aim should be to make everything agreeable to them, and himself indispensable to them, if possible. This may be shrewd advice,

¹¹0. Osundina. 'The university library in Nigeria and the need for public relations', *Nigerian Libraries* (1969), V, 56.

but it suggests a state of insecurity in the librarian regarding his relation to the academic staff of the university. The librarian should certainly make himself agreeable to them, but not necessarily everything else. He must try to hold the balance fairly between the academic staff and the scholars and the library itself. There is the danger on both sides if one regards the academic staff as the party of power and therefore to be appeased.

The library must work closely with the professor in book selection, even in seminar work, in exhibitions of special interest to him and his students, in joint guidance of the student in the use of the library, and in many other fields. In particular, it would be appropriate to combine with the teaching staff of some departments to house a special exhibition, or tour and exhibition combined, for the benefit of the honours students, to illustrate the bibliography and reference side of the subject, and to include in it not only the technical books and periodicals but a historical exhibition of the focal books in past scholarship and of the rare books and manuscripts that the library possesses in the field of interest.

This immediately brings the library into friendly co-operation with both lecturers and students. The library assistant who represents the library, whether in Classics, History, English, Mathematics or Medicine, becomes more intimately part of the university, comes to know not only the lecturer who works with him, and with whom he shares knowledge, but he comes to know the students, their abilities and difficulties, and offers to them a person in the library to whom they can go for guidance and friendship.

The librarian must have students very much on his mind. How far should he, train them in the use of the library? Courses in the use of libraries are apt to become just an addition to other courses. The library can be learned only as one learns the city—by curiosity and consequent exploration—but every student should be shown around the library on first joining and all the library staff should be encouraged to go out of their way to help any questing student in a difficulty in which they can be of use. The treasures of the library should be displayed freely in general and special exhibitions so that the student may be conscious of his heritage. The aim should be to let the student feel that he is a member of a scholarly community and that he is welcome and his place is honourable.

Just as the librarian is concerned with his own relation with the university so he must ask himself what kind of relation there is between himself and his staff. This is a very delicate matter for it includes grading and salaries, working conditions, lines of authority, and the development of special abilities.

The qualities of his first assistants are the qualities expected of the librarian himself. They must be scholars or have the potentiality of scholarship, and they must have the possibility of being more than mere functionaries. There is much more that we can do to encourage our best assistants to widen their interests. A library is no longer a closed corporation sufficient unto itself. Assistants should be encouraged to visit other libraries and to meet other librarians. For this,

conferences are a help and more than one assistant should have a chance to go. They meet other librarians and other scholars to their common benefit. Valuable also are the special courses such as bibliographical courses where assistants of a like quality and similar interests are in residence for some period. The library schools and summer schools give more than mere professional training. There should be more travel abroad especially for assistants in book selection. It would be valuable to them to visit the booksellers whom they contact mostly by letter or agent, and to study the reference books and bibliographical aids commonly used in the libraries of the country. The small expense involved could be allowed for in the library budget if there is not a special fund for this.

Exchanges of staff with other libraries at home and abroad are profitable to both parties and should be encouraged. One would like to see more research fellowships for librarians for special projects that are forced to halt for lack of an assistant with enough time at Ms disposal. We should also encourage our assistants to make use of such university classes as would increase their usefulness in their posts. There is no need to lament the fact that we have no assistant with a knowledge of some language not commonly taught at school. If the language is taught at the university, it is easy to find a volunteer to learn it at least in the elementary stage. Heads of departments are eager to help and so new and friendly links are forged.

We should look also for signs that an assistant is getting stale in his work and give Mm a ran in another department. Cataloguers can often refresh themselves from their close and exacting work by reading a few reviews for book selection or by offering an hour or so at the Readers' Service. There are cataloguers with special knowledge of a subject and others who are willing to take a subject outside their training and acquire at least a librarian's knowledge of it in the course of time. A staff that has varied interests will feel much more satisfied than if they are bogged down in routine.

The idea of public relations applies to university libraries just as it does to other organizations. Also, it will be wrong to assume that libraries need less of public relations than any other organization. In developing countries, such as Zimbabwe, where, because of the limited book publishing business and book markets, people have to rely on libraries rather than on their private collections, one cannot possibly divorce public relations from successful library service planning. In our small university libraries, the staff tend to adopt the attitude that the reader who already has some knowledge of the ways of the particular library he uses is the most deserving of attention. This tendency is both wrong and misleading. It also negates the very principle of modern library trends. Thus the reserve collection of the library is tapped mainly by those readers who are accustomed to consulting library catalogues and information bulletins. The best resources are therefore best exploited by those who have visited it regularly. As Oyení Osundina says,

The situation, therefore, is that effective services are given to those who need little, and **to** those who need much nothing is given. It is a dangerous tendency because, in the long run, bad public relations will have been unconsciously perpetuated in the stead of good public relations.¹²

In fact, the role of public relations in the university library is more than just serving the university community. The university library owes it as a duty to arouse reading interest in the whole community; it owes it as a duty to teach students and staff how to use the library collection effectively.

As a service organization, the university library has distinctive relationships with its patrons and clients. These relationships, if properly handled and directed can do much to increase the university library's effectiveness. Efforts not only should be directed to giving adequate services to those who are regular users, but also should be doubled to enlist the interests of others. The university librarian should maintain a regular evaluation of objectives, and should use **friends-of-the-library** in the university community to promote the interests of the library.

The inclusion of the Librarian in our **University Act** and our statutes provides the basis for a sound administrative policy for the University Library and implies that specific relationships must exist between the Librarian and various groups in the University community. The Librarian, like the Registrar, is a principal officer of the University and is involved in the implementation of university policy, so far as that can be effected by the Library. Anything contrary to these concepts **cannot** yield any realistic results.

Perhaps the most important public relations asset of any university library is a staff which mixes freely on a friendly basis. Personal communication between library staff and users is one of the most important considerations of a successful public relations programme. It is the duty of the librarian to go out and meet members of the university community, to estimate their needs in order to secure their confidence in the value of the library service. It is **important** that public relations should be carried out continuously.

The relations of the librarian with students is usually indirect. His contact with them is largely through others, particularly through those members of his staff responsible for the operation of the general information and circulation desks, special reading and reference rooms and special collections. In order that students* use of the library may be educationally profitable, good public relations demands that the university librarian should ensure that certain students do not limit the use of the library for other students by the infringement of library rules.

The annual orientation course for new students is a real opportunity for the university library to demonstrate its quality and to demonstrate that the library is a friendly and indispensable part of the institution. This is an important aspect of public relations which the university library in non-library-conscious areas ought to

rely upon. Such an orientation course in the university library should attain a greater importance than the usual traditional 'rash rush' introduction to the library. For one thing, most high school graduates who enter university yearly have very little or no opportunity of learning how to use the library. Orientation courses should therefore be designed to do several things:

- (a) to make students feel committed to use the library in their own interest;
- (b) to make them feel that the university library is not maintained to champion the cause of indigent students only;
- (c) to make students realize and fully accept that academic work without the university library is impossible;
- (d) to make them cultivate advantageous reading habits; and
- (e) to portray the library as a place to be frequented.

If after an orientation course the university library has succeeded in achieving these objectives, the library has gone some way to building a good image which is the result of a good public relations programme.

Perhaps the most ignored relations are aids and guides to every corner of the library. Nothing done in this direction is too much to help the reader who enters the library. The reader is entitled to be guided to the catalogue, to the reading rooms, the reference room, the librarian's office and any special collection. A very good guide is the graphic representation of all the corners of the library. This should be displayed conspicuously where everyone coming in should see it. When efforts are made to expand the collections, equal efforts should be spared to provide intelligent aids to readers. Anything to the contrary renders efforts in the reading rooms useless.

A common assumption by university libraries in the still developing countries like ours is that all prospective readers know what they need and how to get it. This assumption seems to make a rather narrow view of the general status of education in these countries. A librarian who feels that an undergraduate student has enough library orientation is not aware of the fundamental issues involved. Most people in this country are from localities with no library facilities at all, most secondary schools cannot claim to have collections of any value to the students, some headmasters have not the least idea of the value of libraries to their students. Even those members of the faculties in the university who had their education in conservative institutions fail to realize that the university library is their only reservoir of reading material for the students. These are reasons why sincere efforts should be made by the university library to provide guides that will educate and assist the undergraduate, the teacher and the external enquirer.

In conclusion, the University Library is committed not only to providing books to students and staff, but also to making them read for continued education on leaving the walls of the University.