

Collection Development in the King Saud University Libraries

Sulaiman S. Al-Ogla*

*Associate Professor, Department of Library & Information Sciences,
College of Arts, King Saud University, Riyadh, Saudi Arabia*

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Abstract. The purpose of this study was to investigate the adequacy and factual condition of the collection of the King Saud University Libraries. For this purpose, statistical data was collected from the files of the library records and a survey was conducted to obtain the opinion of faculty and students in order to find the adequacy or inadequacy of the collection.

Major findings based on the statistical analysis of data collected from files and survey was as follows:

Both faculty and students declared that the collection is inadequate. The analysis of the statistical data collected from the files of the library shows that the collection, discipline wise, is not balanced. Budget for the collection development is not regular and sufficient. Professional staff is not enough to handle the collection and provide satisfactory services. There is a lack of cooperation and coordination in the library sections and with other libraries of the region. There is room for much improvement.

Introduction

Collection development of any library is the basic foundation of the library service. The library has to select and acquire the suitable material for the needs of its users, keeping in view the quality of the material. Collection development varies from library to library according to its readership. The type of library is also important while selecting the material for the library.

In the literature, the collection within library has been given two major terms; collection management and collection development. Consistent definitions have not been applied to these terms, so that they overlap with one another. Atkinson, for example, defines collection development as those activities revolving around the selection of

*The author is an associate professor in the Department of Library & Information Sciences, College of Arts, King Saud University (KSU). He is also Dean, Deanship of Libraries, KSU.

materials. He defines collection management broadly as the activities that add value to selected items once they are in the library.⁽¹⁾

Osburn defines collection management and collection development as closely related activities. He argues that collection management is a process of information gathering, communication, coordination, policy formulation, evaluation and planning. He says collection development is a part of collection management that primarily deals with the decision about the acquisition of materials.⁽²⁾

Hannaford argues that collection development can be broken down into five parts, each to be done in order. First comes evaluation, determining the strengths and weaknesses of the collection. Next comes developing a plan delineating what the collection should be in terms of strengths and weaknesses. Third, funding must be sought to carry out the plan. Finally, in steps four and five, selection and de-selection are carried out so as to close the gaps revealed in step two.⁽³⁾

Edgar says collection development itself is part of the collection management, which consists of coordinating collection development activities with other library activities; developing a plan for collection development, including a budget for all of its activities; acquiring the resources to carry out that budget; collection development itself; and the preservation of items.⁽⁴⁾

Aafiah studies development of the electronic collection in Saudi University Libraries to show the size of the electronic sources available in these university libraries. King Saud University Libraries was included in this study. A statistical analysis of the study showed that there is a desire from university libraries to acquire the electronic sources. The study has recommended increasing the size of the acquisitions of the electronic sources.⁽⁵⁾

Through the age, the library has been measured by and valued for its collections. The extent to which organizing, representing or retrieving information depends

⁽¹⁾ Atkinson, Ross W. "Managing Traditional Materials in an Online Environment: Some Definitions and Distinctions for a Future Collection Management." *Library Resources and Technical Services*, 42, No. 1 (1998), pp. 7-20.

⁽²⁾ Osburn, Charles B. "Collection Development and Management." In: M. J. Lynch (Ed.), *Academic Libraries: Research Perspectives*. Chicago: American Library Association, 1990.

⁽³⁾ Hannaford, William E. "Toward a Theory of Collection Development. Collection Development in Libraries: a Treatise, Part B." In: Greenwich, CT: JAI Press, Inc, (1980), 473-583.

⁽⁴⁾ Edgar, William B. "Toward a Theory of Collection Development: An Activities and Attributes Approach." *Library Collections, Acquisitions, and Technical Services*, 27, No. 4 (2003), 393-423.

⁽⁵⁾ Aafiah, Hind. *Development of the Electronic Collection in Saudi University Libraries: A Current Situation and Recommended Plan*. Riyadh: Islamic Mohammad ibn Saud University, 1424-1425, Master Thesis (in Arabic).

inherently on the collections of library.⁽⁶⁾ This study will examine collection development of the King Saud University Libraries.

Purpose and importance of the study

The purpose of this study is to explore the adequacy of the collection development of King Saud University Libraries and give a clear picture of the existing situation of collection development. This will include level of library's general collection, adequacy of subject collection, student and faculty/book ratio.

This study is important for a number of reasons. The establishment of King Saud University Libraries is one of the oldest and largest in Saudi Arabia but no research or study in the field of collection development has been conducted in King Saud University Libraries. Even in other universities of the Kingdom, a few studies or researches have been made.

The results of this study will give us a better look into the collection development, whether it is balanced and up to the mark or not. This study may contribute in the future planning and may help in the formulation of Collection Development Policies for various libraries of the Kingdom. This study may also be a guideline for collection evaluation in future.

King Saud University Libraries: A brief introduction

King Saud University (K.S.U.) was founded in 1957 in accordance with a royal decree (King Saud University). Since its beginning, K.S.U. has expanded steadily from a single college with 25 students in 1957 to more than 64000 students with 22 colleges offering degrees in various fields of specialization in 2005. There are more than 100 disciplines in which the K.S.U. awards the degree. The university adopts the latest modern methods of teaching, and the faculty members engaged in teaching are highly qualified.⁽⁷⁾

The first library to be established at K.S.U. was the library of the College of Arts with four staff and 4000 collections when the university was created in the year 1957. In the following years, many other libraries were established such as the library of the College of Science, the library of the College of Administrative Sciences, the library of the College of Pharmacy, the library of the College of Agriculture, the library of the College of Education, the library of the College of Engineering, the library of the College of Medicine, the library of the Arabic Language Institute, the library of the Colleges of Applied Medical Sciences, the library of the College of Dentistry, and the library of the King Abdulaziz University Hospital.

⁽⁶⁾ Schmidt, Karen. "Past Perfect, Future Tense: A Survey of Issues in Collection Development." *Library Collections, Acquisitions, and Technical services*, 28, No. 4 (2004), 360-372.

⁽⁷⁾ King Saud University. *The Bulletin of King Saud University*. p. 2

With the admission of women students to the university, two libraries were established to serve their needs, the Central Library for Women and the library of the Center for University Studies for Women. In 1964, K.S.U. decided to establish a central library of the university to serve the needs of the faculty and students.

In the beginning of the academic year 1984-1985, the university was moved to its new campus. In the same year, seven branch libraries of the colleges of Arts, Education, Administrative Sciences, Agriculture, Engineering and the library of the Arabic Language Institute were merged to the Central Library. The Central Library is responsible for the acquisition and processing of library materials for all branch libraries, which were not merged, to the Central Library.

Recently, K.S.U. has a modern central library and 7 other branch libraries, having more than 2 million volumes come in 840732 titles. Users have free access to its resources and the collection is easily accessible via an on-line computer catalogue (DOBIS-LIBIS). This system provides all the functions of an on-line integrated retrieval system including cataloguing, acquisition, periodical control and circulation. The library has access through Internet to 20 databases.⁽⁸⁾

Methodology

The methodology used in this study is according to the needs of the topic. "Collection Development of King Saud University Libraries" is such a topic that needs various methodologies in order to study the phenomenon of this subject. The methodology devised for the study is a combination of two methods. The descriptive survey research method and the content analysis method have been used.

The author interviewed 100 teachers and 200 students who came to visit the central library and 60 teachers and 100 students from all branch libraries. In total, 160 teachers and 300 students were interviewed. This work was performed with the help of the author's library colleagues. The interviews with teachers and students were conducted in March 2004. The following simple questions were asked for faculty members and students visiting the central library of the university and all other branch libraries:

- What is your opinion about the level of library's general collection?
- What is your opinion about the adequacy of subject collection according to the subject you teach and the subjects of your interests?
- What should be book-faculty member and book-student allowance ratio for addition per annum?
- Do you find the material in the library you want to read?
- Do you find enough material in the library relevant to your research project or assignments?

⁽⁸⁾ King Saud University Library. *Annual Report (1425/1426)*. p. 45. (Arabic).

Various files of the university library project were consulted to prepare the historical prospect of the development of the university and its libraries to determine the "Collection Development" facts. All the data used in the study has been taken from the original sources of the library official files and annual reports, accession registers etc., and results of the personal interviews (survey). For knowing the details of selection and acquisition procedures, 5 acquisition staff were interviewed. The other reason for these interviews was to verify the various procedures of selection and the acquisition of material.

Limitations of the study

The study deals with the collection development of King Saud University Libraries, so the author will remain within the limits of the study, otherwise the subject of collection development is too vast to be summed up in a small study. Again the study is limited to the last 20 years that is from 1985 to 2005. It means the author is using only the material added from 1985 to 2005. Collection of the library includes every kind of material or graphic record, which is used by the reader. Maybe it is a book, periodical, newspaper, microform, electronic media material, rare book and manuscript, audio-visual material, map, pamphlet, government publication, publication of research organizations, reference material or in short all kinds of material which are used by the library for the needs of its reader. Every one of the above mentioned categories needs to be discussed separately, but for the sake of saving time and keeping the study in limits, the collection development is discussed as a whole.

The university library and the departmental libraries are part of the university library and because acquisition, cataloguing and classification of material are centralized, so all the libraries of the university have considered as one unit.

Findings

Acquisition rate

In the end of the year 1985, when the library was moved to its new campus, the collection situation is showed in Table 1 (King Saud University Library).

Table 1. Collection statistics of K.S.U. Libraries

Items	Titles	Volumes
Books	456,869	932,605
Periodicals	6,554	240,793
Government publications	15,320	44,185
Rare books	2,422	2,969
Pamphlets	13,033	13,033
Manuscripts	18,271	10,294
Dissertations	2,318	2,586
Microforms	17,245	17,245
Audio-visual	6,785	6,785
Total	538,817	1,270,495

The library did not have a book selection committee or collection development policy. The professional staff of the library performs selection work. Expert opinion of faculty regarding their relevant subject is asked for. Some of the university faculty members also recommend and suggest books and periodicals to be added to library collection.

Calculations show that up to this date (1985) the overall growth rate of the King Saud University Libraries was 33434 volumes per year as a whole, which is quite up to the mark rather higher than the standards formula (Clapp and Jordan, 1966).⁽⁹⁾ This formula state that the minimum size of collection required for an academic library differed from institution to institution. The size of the library depends upon the combinations of variables such as the number of students and faculty, curriculum offered, methods of instructions, availability of suitable places for study on campus, geographic situation of the campus and intellectual climate. In the light of all these variables, the growth of the King Saud University Library seems to be quite reasonable and satisfactory. According to this formula, King Saud University Library had achieved the basic collection target in its first three years. There are four main factors that affect the development of the collection. They are curriculum, which should reflect the purpose of the institution. The second and third factors are linked with the faculty, their specialization and their teaching methods. The fourth main factor, which affects the collection, is the budget. These methods of teaching, in fact, affected the development of the collection in both quantity and quality. This includes increased number of collections, subjects and types of materials with special regard to that related to electronic materials.

According to the same formula, once the basic collections are built up to meet the university's present academic programs, the rate of acquisition declines. The main cause of decline in the growth rate of the library is the establishment of TextBook Center. After 1986, the library stopped the purchase of textbooks. Another main cause for the decline of growth rate is the budget. In recent years, however, a number of factors have emerged which make it difficult for King Saud University Library to fulfill its expanded collection development role. During the last 10 years (from 1986 –1999), King Saud University Library has been faced with restricted budgets rather than no budget at all for book purchase. The rising cost of materials is added to the difficulties. Increase in number of students and expansion in graduate programs, new approaches to research projects have made the collection development a complex and an expensive task.

Table 2 shows the overall situation regarding the student population, book collection and number of books per student as well as the faculty population, book collection and number of books per faculty member for the 19-year period that is 1986-2004. Apparently, this ratio is not bad, but there are two factors to remember in this

⁽⁹⁾ Clapp, Vernor W. and Jordan, Robert T. "Quantitative Criteria for Adequacy of Academic Library Collections." *College and Research Libraries*, 26, No. 5 (1965), 371-380.

connection. Firstly, the basic collection of 1985 is a big broad base and, secondly, there has been no weeding since 1957, the time when the King Saud University Library was established. Other than the unwanted and less used books, most of the duplication in the King Saud University Library is of textbooks which came to the Central Library from its college libraries in 1985 when the library was moved to its new campus. If the ratio is calculated from 1986 onward, the graph will fall down headlong.

Table 2. Student and faculty book ratio

Academic year	Student population	Faculty population	Total book collection	Number of books per student	Number of book per faculty member
1985/86	27781	2644	932605	1:34	1:1:353
1986/87	32070	2760	950738	1:30	1:344
1987/88	34562	2716	962120	1:28	1:354
1988/89	33070	2733	972929	1:29	1:356
1989/90	32772	2798	992334	1:30	1:355
1990/91	33251	2765	1006114	1:30	1:364
1991/92	30601	2696	1021555	1:33	1:379
1992/93	30335	2679	1048611	1:34	1:391
1993/94	32876	2710	1083463	1:33	1:400
1994/95	37108	2768	1105474	1:30	1:399
1995/96	41955	2752	1117973	1:27	1:406
1996/97	44093	2777	1139974	1:26	1:410
1997/98	48665	2809	1164981	1:24	1:474
1998/99	47067	2653	1181900	1:25	1:445
1999/2000	47118	2612	1196458	1:25	1:458
2000/01	46622	2660	1215255	1:26	1:457
2001/02	46521	2517	1242473	1:27	1:493
2002/03	46402	2847	1268362	1:27	1:445
2003/04	44177	2846	1303529	1:29	1:458

Table 3 shows the picture of annual addition of collection, which include:

1. Annual addition of books.
2. student --- Book ratio.
3. Faculty -- Book ratio.

The comparison between Tables 2 and 3 gives the idea of the fall of the growth rate. Prior to 1986, the average growth rate was 33434. In this period, the growth rate has fallen almost to the half and in some years to one third. Its main reason is the non-availability of funds and the absence of regular budget. It should be noticed that most of the books added in the period 1992 to 1994 are gift.⁽¹⁰⁾ Various formulae recommend

⁽¹⁰⁾ The publishers participating in the Bookfair organized donated these books by the King Saud University Library.

annual addition under various variables from 15 to 25 books per student and 50 to 100 books per faculty member. Dr. Abdulla Isa has recommended 25 volumes per student and 160 volumes per faculty member.⁽¹¹⁾

Table 3. Annual addition of collection

Year	Addition of books	No. of students	Ratio	No. of faculty members	Ratio
1986/87	11382	32070	0.354	2760	4.12
1987/88	10801	34562	0.312	2716	3.98
1988/89	19405	33070	0.568	2733	7.10
1989/90	13780	32772	0.420	2798	4.92
1990/91	15437	33251	0.464	2765	5.58
1991/92	27060	30601	0.884	2696	10.05
1992/93	34852	30335	1.148	2679	13
1993/94	22011	32876	0.669	2710	8.12
1994/95	12499	37108	0.336	2768	4.51
1995/96	13533	41955	0.322	2752	4.91
1996/97	25001	44093	0.567	2722	9
1997/98	16919	48665	0.348	2809	6.02
1998/99	14558	47067	0.309	2653	5.42
1999/2000	18797	42118	0.398	2612	7.196
2000/01	27218	46622	0.584	2660	10.232
2001/02	25889	46521	0.556	2517	10.285
2002/03	35167	46402	0.758	2847	12.352
2003/04	17754	44177	0.402	2846	6.238

Instead the above Table 3 shows a true picture of the actual situation. According to the analysis of the interview–survey, the allowance per faculty member varies from 50 to 150 volumes and the allowance per student varies from 10 to 30 volumes. If the average allowance of 75 volumes per faculty member is recommended and 15 volumes per student is recommended, then our library goes far behind the average standard.

Interview findings

The data analysis gives us the following picture of the library regarding library collection.

Question No. 1 was about the level of library's general collection and it was found that 40% of the student population's view about the general collection is that it is 'just normal', which means that they only pull on with it and not actually satisfied, 23% openly declared that the collection of the library is not up to the mark. Only 37% have

⁽¹¹⁾ Isa, Abdullah S. *Proposed Standards for University Libraries in Saudi Arabia*. PhD Thesis, Pittsburgh: University of Pittsburgh, 1982.

agreed that the collection is up to the mark and they are satisfied with the material available in the library. Table 4 shows the students opinion about the level of library's general collection.

Table 4. Level of library's general collection according to students

Level	Number	Percent
High	110	37%
Normal	120	40%
Low	70	23%
Total	300	100%

Table 5 shows the faculty members' opinion about the level of library's general collection. It was found that 56% of the faculty members consider the general collection as normal collection and 31.5% think of it as substandard collection. Only 12.5% consider it a good collection. (Almost all the individuals who considered the collection as good belonged to the College of Medicine). This is an indication that the collection is not balanced according to subjects taught in the university.

Table 5. Level of library's general collection according to faculty members

Level	Number	Percent
High	20	12.5%
Normal	90	56%
Low	50	31.5%
Total	160	100%

Question No. 2 was about the students' and faculty members' opinion of the adequacy of subject collection according to the subject taught/learned and the subjects of their interest. It was found that the collection according to its subject division the situation is not very different. Table no. 6 shows that 53 per cent out of student population accepts the collection as normal and very highly helpful in their subject field; again 25 per cent have declared it substandard collection. Only 15 per cent consider it as good collection. Finally 7 per cent of the student population were those who had no view about the subject collection in the library.

Table 6. Adequacy of subject collection according to the student opinions

Level	Number	Percent
High	44	15%
Normal	160	53%
Low	76	25%
No idea	20	7%
Total	300	100%

Table 7 shows faculty member opinions about the adequacy of subject collection according to the subject they teach and the subjects of their interest. It was found that 41% out of faculty population considered the subject collection as normal and 37.5% graded it as substandard. Only 21.5% think of it as good collection.

Table 7. Adequacy of subject collection according to the faculty opinions

Level	Number	Normal
High	34	21.5%
Normal	66	41%
Low	60	37.5%
Total	160	100%

Regarding the question of book-faculty and book-student allowance ratio, the answers to the question varied from 50 to 150 book allowance for faculty member and from 10 to 30 book allowance for students. Instead of making many categories of book allowance, the author consolidated the material into 7 categories. For the purpose, it devised a formula that the allowance should be made in round figure of 0 or 5, and the difference of 4 above or below should be merged wherever it fits in. 34.7% of the total population has suggested that the allowance of faculty should be the addition of 75 volumes per faculty member and 15 volumes per student. Table 8 shows in more detail faculty member and book-student allowance ratio for addition per annum.

Table 8. Faculty member and book-student allowance ratio for addition per annum

Responses		Allowance for faculty	Allowance for students
160	34.7%	75	15
80	17.4%	100	20
62	13.5%	85	20
60	13%	150	30
58	12.6%	125	25
30	6.5%	50	10
10	2.3%	60	10 ⁽¹²⁾

Concerning the availability of the material for interest reading, Table 9 shows that 48.6% answered they do not find the material of their interest very often, 38.6% were happy to find the material of their interest and 12.7% found the material of their interest very rarely.

Table 9. availability of the material for interest reading

⁽¹²⁾ The calculation of this table has been carried out in a way to accommodate all the data in less number of categories. For example, all the answers giving the allowance from 71 to 79 have been put together in one category of 75. It means that the variation of 4 above or less have been adjusted at one place, that is at the category of 75. This formula of calculations has been applied to all the calculations of this data analysis.

Level.	Often	Not very often
Often	178	38.6%
Not very often	224	48.6%
Rarely	58	12.7%
Total	460	100%

Concerning the availability of the material relevant to research projects and assignments, Table 10 shows that 49.6% found the material not very often but they faced problems to find the latest material. 30.8% were unable to find the material they needed for their research project or assignment and 19.6% rarely found the material.

Table 10. Availability of the material relevant to research projects and assignments

Level	Number	Percent
Often	142	30.8%
Not very often	228	49.6%
Rarely	90	19.6%
Total	460	100%

Discussion

The data findings leads us to the fact that “Collection Development” in King Saud University Libraries is not up to the mark, as it should be or expected by its readers. Here it would be proper to mention that the order files of acquisition department show that the order placed in the last 10 years is not a balanced order. Each discipline taught in the K.S.U. has not been given its due shore.

Hereunder, the author infer reasons of inadequate collection on the bases of this study and the recommendations for the King Saud University Libraries can be summarized as follows.

Budget

Economic factors have compounded the problems of developing library collections. The money spent on the purchase of library books, periodicals and other reading materials and equipment is provided by the government of the Kingdom in the shape of allocations of funds to university. In fact, King Saud University Libraries do not have a separate regular budget for purchase of books. Here, ‘book’ stands for every kind of reading material. Every year at the end of the year, the library gets some amount from various sources. (The amount that is liable to be lapsed at a certain date of the fiscal year is given to the library to utilize within specific period). First, this amount is not sufficient enough to improve the library collection substantially, and second when the amount is provided to the library for use, there is insufficient time to make a balance selection of books and the result is that the collection development is affected. Usually there is no

time to give due to the attention to proper internal subject selection. It is suggested that there should be regular budget allocation at the beginning of the fiscal year. It is also suggested that a fixed amount should be allocated for the purchase of books from Students Affairs Fund. While allocating the funds, the following facts and various formulas of collection adequacy should be kept in view.

- There are more than 100 different disciplines in which K.S.U. awards degrees.
- Average number of students admitted in the university.
- Faculty members of the university.
- Research staff and other potential users of the library.
- Total administrative staff of the university is a member of the library and has the facility of borrowing books from any library of the university.

Keeping in view the needs of these above-mentioned categories of readers, budget should be allocated.

Staff

The number of staff working in the King Saud University Libraries including professionals and non-professionals are 150 employees. At present, King Saud University Library contains more than 2 million volumes. It is clear from the above mentioned statement that the ratio of library holdings and the professional staff is very much low according to the standards of collection staff ratio. Abdullah S. Isa in his work after making arduous efforts has proposed that there should be five professional librarians for every 100,000 volumes in the universities of the Kingdom. He also suggests that there shall be a ratio of one professional to two non-professionals (clerks and attendants) on the staff of university library.⁽¹³⁾ Therefore, it is suggested that the professional staff should be increased. Scarcity of national professionals is also one of the major problems of library profession in Saudi Arabia.

Weeding

The process of weeding is as important as any other system of developing collection in any library, without on-going program, a collection can quickly become obsolete. The major function of a library, particularly an academic library, is to acquire, store and make available knowledge resources. An active weeding program is essential for a viable library system. An active weeding policy should be an integral part of the library's selection policy. Selection and weeding are the same function: first because both are part of the same process (collection development), and second if each is considered in relation to another, they both can be implemented more effectively. Book selection policy will determine the weeding policy.

⁽¹³⁾ Isa, Abdullah S. *Proposed Standards for University Libraries in Saudi Arabia*. PhD Thesis, Pittsburgh: University of Pittsburgh, 1982.

Weeding is a term used in the library and information science for removal of unwanted or little used books from library shelves. The fact is that King Saud University Library is so full that new books find little space to be shelved. Whatever a document is accessioned, it has to remain in the library. In other words, it cannot be weeded out. Since 1957, the time when King Saud University Library was created, the process of weeding is unknown to it, only because no one has the authority to do so.

Book suppliers

One of the causes of being inadequate in collection development is the procedure by which the books are imported from abroad. King Saud University Library appoints agents in Europe and United States for the purchase of books. The agents naturally work on commercial lines. Out of the orders of books sent to them for supply, they supply only those titles, which give them better profit, and the rest of the books which earn them little profit are ignored. In this way, the material published by non-profitable societies, learned societies, universities and other organizations of the same kind, is escaped from being added to the collection. Book suppliers ignore the principles of business ethics and the library staff should also change their procedure of acquiring of material.

Need for coordination and cooperation

King Saud University Libraries lack coordination and cooperation at various levels for collection development.⁽¹⁴⁾ There is a dire need of creating a coordinate link among the Acquisition Section and other sections of the library and branch libraries.

Coordination is a process by which the parts of a system are brought into effective relationship. King Saud University Libraries lack this relationship. There is no relationship between Acquisition Section and other sections of the library and with the branch libraries as well. Having a centralized system of acquisitions, information flow is a must between the Acquisition Section and the branch libraries. In the absence of this information flow efficient and functional collection development has suffered. Secondly, coordination between the Acquisition Section and the faculties is very essential. Having no contacts with the faculty members, the acquisition section remains unaware of academic pursuit and research activities of the colleges and departments. The link between the Acquisition Section and other departments and faculties will produce good results regarding the collection development. The following information by departments of the library and branch libraries and the faculties may serve as the guidelines for the improvement of quality collection.

Reference Section: Information about the needs of readers. Recommendations and selection of new reference tools.

⁽¹⁴⁾ Staff interview.

General Collection Section: Readers' requirements. Analysis of readers' view about the general collection. Availability of the material for research projects and assignments etc. Reading trends of students and faculty members other than courses of studies.

Circulation Section: Statistics about books issued (according to subjects), books reserved by students and teachers, long over due books, and books that are lost and paid for.

Dean's Office: Information about special projects of the university. Information about the introduction of new disciplines in the university. Higher level decisions relating the acquisition policy.

Faculties: Changes in the curriculum. New research projects. Essentials of their teaching methods. Information about the recommended material regarding research and assignments. Cooperation in selection of books and other reading material related to their subjects.

Cooperative acquisitions

Today it is impossible for a single academic library to acquire everything published or at least in the fields which are taught in the college or university. Therefore, the need for dividing responsibility for acquiring the material related to various fields has grown more acute. The constant growth of areas of research, the expansion of fields to be covered, and the expansion in the actual production of material make the cooperation more essential and necessary. Other than the trade publishers, the publications of learned societies, governments' expanded publication programs, publications of scientific laboratories and publications of other similar research organizations have flooded the book markets. On the other hand, limitations of physical space as well as financial resources create problems for librarians, especially in the field of collection development. This state of affairs compels them to think of new ways to cope up with the situation. One way to solve this problem is Cooperative Acquisitions. "Cooperative acquisitions programs in the matter of purchasing material in certain subject areas have been in effect for a good many years. In Chicago, the John Crerar Library, the Chicago Public Library, and the Newberry Library agreed on areas of development 60 years ago and have maintained the agreement".⁽¹⁵⁾ Here in the city of Riyadh, there are at least five libraries: King Saud University Library, Imam Muhammad ibn Saud University Library, King Abdulaziz Public Library, Library of Institute of Public Administration, and the Library of King Abdul Aziz City for Science and Technology. It is suggested that for providing better service in limited sources, libraries must cooperate. A high-level committee can be appointed to chalk out the details of this program.

⁽¹⁵⁾ Carter, Mary D. and Bonk, Wallace J. *Building Library Collection*. Metuchen, N. J.: The Scarecrow Press, 1969.

Conclusion and Recommendations

The data findings lead us to the fact that “Collection Development” in King Saud University Libraries is not up to the mark as it should be or expected by its readers. Here, it would be proper to mention that the order files of acquisition department show that the order placed in the last 10 years is not a balanced order. Each discipline taught in the K.S.U. has not been given its due share.

Hereunder, the author’s recommendations for the King Saud University Libraries can be summarized as follows:

- 1) It is suggested that there should be a regular budget allocation at the beginning of the fiscal year. It is also suggested that a fixed amount should be allocated for the purchase of books from Students Affairs Fund.
- 2) It is suggested that the professional staff at the Acquisition Section in King Saud University Libraries should be increased.
- 3) There is a dire need of creating a coordinate link among the Acquisition Section and other sections of the library and branch libraries. Also, there is a need of cooperation between the Acquisition Section with the faculty members in the selection of books and other reading material related to their subjects.
- 4) It is suggested that book suppliers ignore the principles of business ethics and the library staff should also change their procedure of acquiring material.
- 5) It is suggested that all the libraries of the Kingdom should remove the unwanted, duplicate and little used material from their shelves and store it at one place. From this discarded material, a research library can be established. In this regard, it is further suggested that a committee of senior professional's librarians should be created to work out a plan and prepare feasibility report and get the permission from the higher authority for implementation.
- 6) It is suggested that for providing better service in limited sources, libraries must cooperate. A high-level committee can be appointed to chalk out the details of this program.

أستاذ مشارك بقسم علوم المكتبات والمعلومات، كلية الآداب،
جامعة الملك سعود

(قد للنشر في ١٤٢٦/٩/٥ هـ؛ وقبل للنشر في ١٤٢٧/٢/١٨ هـ)

ملخص البحث. الغرض من هذا البحث هو التعرف على الوضع الحقيقي لمجموعات مكتبات جامعة الملك سعود من الكتب والتعرف على مدى كفايتها لسد حاجة رواد المكتبات من أعضاء هيئة التدريس والطلاب. ولأغراض هذا البحث فقد تم جمع بيانات إحصائية من الملفات والتقارير السنوية للمكتبات، إضافة إلى أخذ مرثيات رواد المكتبات من أعضاء هيئة التدريس والطلاب عن طريق المقابلة. وقد جاءت نتائج البحث التي تم الحصول عليها من أعضاء هيئة التدريس والطلاب بأن مجموعات المكتبات غير كافية، بينما جاءت نتائج البحث من بيانات المكتبات بأن توزيع مجموعات المكتبة ومعدلاتها غير متوازنة. ولقد كانت ميزانية شراء الكتب غير كافية وليست منتظمة، كما أن أعداد المتخصصين في المكتبات غير كاف للتعامل مع مجموعات المكتبات وتقديم الخدمات المرضية. ولم تقم الأقسام داخل المكتبات بالتنسيق فيما بينها كما لم تستخدم البرامج التعاونية مع المكتبات الأخرى في المنطقة.

