This document is one of a series of national monographs that Unesco is publishing on the state of books and reading in a number of countries. The aim is to provide book professionals, and more generally, all who are interested in promoting books and reading in the world, with as detailed as possible a survey of matters relating to authorship, publishing, material production and distribution of books, and reading in the countries concerned.

The publication of this series of monographs forms part of Unesco's programme, adopted by the General Conference at its twenty-first session (1980), to identify obstacles to book production and distribution so as to contribute to activities planned for the development of cultural industries and to country programming. It is hoped that the information obtained will be useful in indicating areas where efforts are needed at the national level to improve book production and increase reading activities in the countries concerned. Unesco has asked the authors to follow the same pattern, as far as possible, so that their research findings may appear in a comparable form.

This text has been prepared by Walter Bgoya, General Manager, Tanzania Publishing House, Dar es Salaam.

It is not an official document of the country concerned. The author is responsible for its contents which do not necessarily represent the views of Unesco.
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>I. AUTHORSHIP</td>
<td>3</td>
</tr>
<tr>
<td>II. PUBLISHING</td>
<td>13</td>
</tr>
<tr>
<td>III. PHYSICAL PRODUCTION</td>
<td>20</td>
</tr>
<tr>
<td>IV. DISTRIBUTION</td>
<td>27</td>
</tr>
<tr>
<td>V. READING</td>
<td>41</td>
</tr>
<tr>
<td>VI. PROFESSIONAL TRAINING</td>
<td>47</td>
</tr>
<tr>
<td>VII. LEGAL AND INSTITUTIONAL FRAMEWORK</td>
<td>53</td>
</tr>
</tbody>
</table>
INTRODUCTION

For the purpose of this study, since we were unable to locate base data at a central source on various aspects of the book industry we developed and circulated questionnaires for publishers, printers and booksellers. In the case of publishers, it is perhaps of interest to note that the religious publishing houses, which generally have their own printing units were the one group to respond almost without exception, and with rather precise and complete data. The very difficulty that was experienced in collecting data on the publishing industry indicates a basic need in the industry for a central data collection point. If a Book Development Council could be established, one valuable function it could perform could be developing and maintaining an overview of the industry. Currently the emphasis of the Tanzania Bureau of statistics is primarily economic and seems unlikely in the near future to expand its data collection and analysis functions to cultural areas.

In spite of the many apparent shortcomings of this study, it is hoped it will fill some gap in the understanding of the book situation in Tanzania.
I Authorship

(a) Language of written expression

Tanzania has no less than 120 languages spoken by an equal number of ethnic groups. Most of these languages can be written using the Latin alphabet and some literature exists in many of them. Before the coming of Europeans into what is present-day Tanzania, of these languages only Swahili was written. Adherents of the Islamic religion were taught to read and to write verses of the Koran but a number of Swahili poets mainly from the coastal area also used the Arabic script to write poetry. A rich collection of these old Swahili manuscripts in Arabic script (25,000) exists at the University of Dar es Salaam and there are other collections in other centres abroad. A number of known and unknown manuscripts are in private hands in the East African countries and in Europe and North America.

1. Evolution of Swahili as Tanzania's national language

At the time of arrival of the Germans in 1884 Swahili was not only spoken along the East African coast but in the interior of the country as well, and as far west as the great lakes and even further west into present-day Zaire. Although there were divisions of opinion among the colonial residents in the then Tanganyika which was reflected in debates in Germany itself, the advantages of making Swahili the language through which colonial authority was transmitted outweighed what were considered disadvantages.

The evangelical missionaries in Tanganyika who associated Swahili with Islam and Arab influence would have liked to stop its development in favour of other vernacular languages and tried to convince the colonial government that its strength lay in the Christianisation of the people and in preventing Islam and the Arab influence from spreading to the interior. It is interesting to note that another opinion on the language issue, in particular, warned against the teaching of German to the colonial subjects lest, they argued, the people adopted the values of German citizens and questioned the basis of their colonisation.

In 1888 there was a revolt against the Germans led by Bushiri and the military commissioner who suppressed it, one Herman von Wissman, advocated the use of the administrative structure practised by the Arab rulers which depended on agents called Akida as intermediaries between themselves and the population. These Akidas were privileged in many ways and at the same time they transmitted the opinions of the people to the rulers, opinions which could not always be ignored. The German Commissioner adopted this method and Swahili as the language to make it possible for colonial authority to be felt far and wide and through which commands were to be issued and responses received from all over the country.

With the end of World War I and the entry of British colonial rule a more clear language policy evolved. The 1927 Education Law was intended to make Swahili the language of Africans. English would be taught only to those who would be carefully selected to receive higher education through periodic examinations and assessment of obedience. Since the number of those who received higher education (secondary school) was very low, the number of
English speakers was limited to a very small number of Africans. British colonial education policy was based on separation of races. African, Asian and European schools were separate and different in every aspect as the races were destined to different places and functions in society. English was to be the language of the rulers. Hindi, Gujarati and English were to be the languages of the traders (Asians) and Swahili and the vernacular would be the languages of African workers. Missionaries normally adopted the vernacular language of the area where they were based, and translated scriptures into those languages for local use. But Swahili was increasingly used as the medium through which general educational activities of the mission schools were carried out. Development and expansion of Swahili from the coast to the interior is owed significantly to the work of these missionaries. Translations of the Bible into Swahili for example did a lot to standardize Swahili usage. Yet, for obvious reasons, a definitive language policy based on a national sentiment could not emerge until after independence. On 10 December 1962, when Tanganyika was declared a Republic, Swahili was declared the official and national language. In 1964, it was decreed that in schools, Swahili and English would be the official languages of instruction. In 1968 it was further decided that Swahili was to be the medium of instruction in primary schools while English was to be the medium of instruction in secondary schools.

In 1974, the then Prime Minister, Mr R.M. Kawawa issued a circular directing government ministries and offices to use Swahili in all official communications between Swahili speakers, and to use English only when addressing expatriate non-Swahili speakers.

The effect of these attitudinal changes and actions was to institutionalize Swahili as the language of official and social communication and to limit greatly the use of English.

The development of Kiswahili into the national language did not affect English only. The other vernacular languages have also lost importance. For even though no policy was explicitly laid down against the development of these ethnic languages, the effect of the domination of Swahili has been to undermine them so much so that one can already foresee the extinction of many of them in the not so distant future. (1)

2. Choice of the language of written expression

Swahili has a tradition of written literature going back several centuries. Unlike it, other Tanzania languages have a much more recent history of writing. Vernacular languages were written when missionaries wanted to use them to reach their followers by translating the Bible and other religious texts. At a later stage of British colonial policy a few areas had publications in the vernacular languages as for example newspapers published in Moshi, Bukoba, Arusha. As these were largely non-political newspapers which concentrated on social questions, local events, and literature which projected tribal rather than national consciousness, they were discouraged after independence and they slowly died out. At present there are hardly any newspapers in the vernacular languages.

Tanzanian writers from the earliest days have written in Swahili using Arabic script first and then latin alphabet with the advent of European colonial
rule. Only those who wrote in this language became known outside their own ethnic groups so that for all writers Swahili, with its wider scope, was the logical choice of language to use.

Theoretically though, authors in Tanzania have a wide choice of languages in which to write. They can write in their vernacular, in Swahili or in English. In practice, however, they can only write in Swahili or in English. Writing in the vernacular is effectively prohibited by the small size of the market and in some cases technical production limitations. Writing in English does expand their market appreciably but there are none the less other factors which make it difficult for Tanzanian authors to opt for English as the major language of literary creativity. In order of preference, Swahili beats English as the most favoured language of authors. Other languages have been used but publishing in these languages is believed to be uneconomic.

There are other minority group languages for minority communities but these have not developed a local community literature.

Authors in Tanzania prefer writing in Swahili than in any other language and write mostly in the so-called standard Swahili which has tended to overshadow regional differences. A few authors have defended and maintained the use of their own language variations. Swahili has many speakers in several countries and the Swahili spoken in each country differs, even if only slightly, from that spoken in another. Even within the same country and as an example, one as small as Zanzibar, there can be several dialects. The choice by an author of which variation to use is entirely his or her own.

There are problems and repercussions on the production and distribution of books as a result of the use of Swahili and its different variations especially with respect to the trade in books in different Swahili speaking countries. Swahili books written in Zaire, Ruanda, Burundi and even Kenya (where Kimvita variation is spoken and written) do not find easy reception in Tanzania and vice versa and this has the effect of reducing the market and limiting co-operation. Some countries, notably Rwanda, are standardizing Swahili by employing Swahili teachers from Tanzania to teach the language in their schools. It is worth noting that the Kimvita variation of Mombasa (Kenya) which has produced very well known and respected poets both past and living and which produces comparative to other variations a significant number of works annually, has great influence on writing in East Africa and is the variation used by writers and poets from there.

3. Unification and standardization

The work of unification and standardization of terminology particularly in connection with the translation of scientific and technical works in Tanzania is done by the National Swahili Council (Baraza la Kiswahili la Taifa) in collaboration with the Swahili Research at the University of Dar es Salaam. The National Swahili Council has two specialised committees for standardization of terminologies and for grammar and imprimatur. These, as their names suggest, deal with standardizing terminology used in scientific and technical fields as well as grammar. The other aspect of the work of the second committee, conferring imprimatur on books has not taken off as most of those involved in book production do not see its usefulness or appear to have not been made to understand exactly what it is meant to do. The Committee for standardization of terminologies is by far the most active and the most controversial. The Committee meets several times a year to discuss
terminologies proposed by a sub-committee which works in close conjunction with the Institute of Swahili Research. After exhaustive discussions the proposed terminologies are accepted or rejected. Those that are accepted are brought thereafter to a meeting of the whole National Swahili Council. Only after the Council approves the terminologies are they printed and issued in its publication, Tafsiri Sanifu, and disseminated for general use.

Many institutions and individuals within and outside Tanzania have shown a keen interest in the work of the National Swahili Council and especially in the work of the Committee for standardisation of terminologies. Criticism has been voiced on some aspects of the methods used by this Committee in coining new words and also in the lack of co-ordination between different countries and institutions which are involved in the same exercise. This lack of co-ordination, it is noted, has resulted in different countries using different terminologies for the same ideas and concepts. It is argued, for instance, that not enough research is done to find words in other African languages which would be more appropriate than foreign ones or those which are coined mechanically.

(b) Literary criticism

It is generally accepted that literary criticism is a result of literary activity and at the same time acts as its impetus. Literary criticism is itself part of the literary scene and reflects not only the extent of literary creativity in a given society at a given period but also the social strains out of which are derived the themes and styles - content and form - most characteristic of that period. Just as one novel or one poem does not constitute a literature, so, one article or book-review cannot constitute literary criticism. A literature is only derived from the totality of literary works produced in a given country or in a specific cultural framework over a long period, and in which are reflected those attributes that give it its particular identity.

Writing in English in Tanzania was non-existent during British colonial occupation of the two parts - mainland Tanzania and Zanzibar and the few works which have been written in English were all written after independence. Tanzania writers, writing in English can be counted on one's finger tips and so can the number of their published works.

The situation is very different with regard to literature produced in Swahili. Swahili language to begin with boasts of nearly four centuries of written literature, mainly poetry, and has produced literary personalities whose names and works have survived the test of time.

It is precisely because of the richness of Swahili literature - and essentially its poetry - that it has produced an equally rich tradition of literary criticism. Swahili poetry has always addressed itself to the issues of the day and one poet's view of any issue was inspiration for another to agree or disagree or to shed new light on the subject of the exchanges. There were no poets and critics as distinct categories and criticism was itself made in poetic form.

In the 18th and 19th centuries, Swahili poetry was considerably influenced by Arab and Islamic cultures, whether it was in resistance to conquest
as for example the poetry of Muyaka bin Haji (1776-1840) or by the dominance of Islamic religious themes in the poetry of the 19th century. Tradition of resistance to foreign domination was manifest in the poetry against European invasion. The first uprising against German rule, 1888-1889, was recorded in an epic poem, Utzeni yva Vita yva Wadachi kutamalaki Mrima written about 1895. The Maji Maji war which began in 1895 was also immortalised by Abdul Karim in his epic poem, Utzeni wa Vita yva Maji Maji.

With the defeat of the resistance, poetry degenerated into various forms of escapism. It was not until modern nationalist struggles began in the 1940s and continued throughout the 1950s that new vigour was breathed into it. Numerous poets emerged during this period, the greatest of them, the late Shaban Robert achieving undisputed status of a national poet. Kaluta Amri Abeid, Mathias Mnyampala, Saadan Kandoro and others not so well known emerged within the ranks of the nationalist independence movement to give inspiration through their poems and songs.

Literacy criticism after independence played first the role of literary history bringing into light work that had for obvious reasons been suppressed by the colonial system of education. Literary critics were professors, researchers and students of literature at the University of Dar es Salaam where interest in Swahili in all its aspects has always been strong.

Literary criticism, in the last ten years, was dominated by a debate in the literary circles not only on the content of Swahili literature - past and present - but especially on the form of classical Swahili poetry. One side of the debate holds the view that the classical quatrain with its rigid demand for metre and rhyme is unimaginative and stifling; while to the other side it is asserted as the very essence of Swahili poetry without which there can be no Swahili poetry. This debate which has raged on unabated seems to be losing its steam as each side settles down, hardened in its position, and as the more enlightened of both sides find in each other areas of unity and possibly new creativity.

There are a number of literary journals which carry book reviews and writing on different literary issues. The Institute of Swahili Research publishes Kiswahili and Mulika while the Department of Literature, University of Dar es Salaam publishes original writing both in Swahili and English in their journal Umma (The People). The National Swahili Council (Baraza la Kiswahili la Taifa) publishes Lugha Yetu (Our Language) in which reviews and essays on different aspects of Swahili appear as well as proceedings and decisions of the Council's meetings. It also carries the valuable standard translations of scientific and literary terms.

The Party owned Swahili papers, Uhuru and Mzalendo as well as the Government owned Daily News and Sunday News carry book reviews and occasionally articles of literary interest. Book reviews are mostly done by the University community but there are other critics from among professionals in libraries, publishing houses and institutions related to education.

On the whole, reviews usually take the form of summary of the work and comment on its usefulness, that is, whether it helps people to understand their environment better as whether its moral reinforces socially desired behaviour; and whether the book is well written and interesting. The tendency seems with rare exception to be to qualify every work as 'exciting' and to identify those who would benefit most by reading the book. Very rarely are reviews of popular books critical and in this respect literary criticism misses one of its useful roles.
Book reviews are important in getting books known and there is no doubt that publishers benefit from having their books reviewed in the newspapers. They are certainly more effective than announcements which do not carry detailed summaries of the contents. Book reviews are also read on Radio Tanzania and that too is effective in making people aware of new books. Bookshops in up-country towns report improved sales after books are reviewed in the newspapers.

(c) Authors and translators

1. Obstacles to authorship and translation

There are a number of obstacles that authors and translators face. For authors particularly, the principal one is the relative novelty of the medium and its demand for a certain discipline on the part of both authors themselves and readers (producers and consumers) which is only in the process of development. For example, historically, and even in the present, oral literature is the closest to the people by virtue of the material conditions in which they live. Yet its style and even content does not necessarily lend itself easily to the written medium and the market for it is unreliable.

Another problem relates to language. Although all Tanzanians who have received any level of education speak, read and write Swahili, depth of its understanding and command differ considerably. There are many people, especially academicians who are genuinely more comfortable writing in English than in Swahili. The problem is especially manifest in the writing of scientific and technical books. Aware of the importance of writing in Swahili in their fields and yet failing to do so effectively acts as a discouraging factor to some aspiring authors. And even those who speak and write well in Swahili must face the limitations of the language itself. Authors are often faced with either having to use foreign words in their writing or with having to invent words to express professional, scientific and technical concepts which are not yet in Swahili. This problem is even more acutely felt by the readers who are forced to interpret words and concepts used by the author, and not certain that they are right in their interpretation.

Because of numerous problems, authors are unable to depend on their writing as their primary source of income. One of the major problems in the nascent publishing industry in Tanzania is the great shortage of facilities for printing books. Even the comparatively few publishing houses that exist in the country are unable to get all the manuscripts they would like to publish printed by the existing facilities. The lead time between acceptance of a manuscript and its publication in book form can be as long as three or four years and will only very rarely be less than 18 months. In addition to depriving authors of income they would earn during this waiting period, the delay itself has an extremely demoralizing effect, and inhibits enthusiasm for producing new manuscripts. Authors do not write only for money. They also write for the satisfaction of having their work read and discussed and influencing society in some way.

Earlier in this section we discussed some of the ramifications inherent in using Swahili as a major language for written expression. The fact that many authors choose to write in Swahili automatically limits the market to those countries where Swahili is spoken. And even within this region, realities of present-day trade and the problems of circulation, transfer of funds
between countries, transportation difficulties and so on, sale and readership of books published in Tanzania is limited, in effect, to Tanzania only. It is a fact that potential readership in Tanzania is very large. The 1978 census estimates 6,372,259 people to be literate in the country. However, in reality this readership is limited to institutions of learning and more precisely to primary and secondary school textbooks and supplementary readers. Again because of alleged differences in the educational systems in the different countries which use Swahili, authors are unable to benefit from the huge market that theoretically exists. Readership of general titles is limited by weaknesses in the distribution system and more crucially, weaknesses in purchasing power of the vast majority of the population. While it is true that trade in general titles is growing, particularly in the major urban centres (half of the 79 bookstores listed in 1979 were in Dar es Salaam, Arusha and Mwanza alone), it is not large enough to enable authors to live exclusively on earnings from the sales of their books.

There is a valid argument that a potential exists for increased readership of general titles produced in Tanzania. There is still a substantial import of books in English which sell at up to four times the British prices. Certainly Tanzanian authors should be able to capture part of this market. Whilst there is a market amongst this elite of urban, moneyed and educated Tanzanians of all races and the fairly large expatriate community, for authors to make the choice to write for it means making the choice to turn their back on the needs and aspirations of the vast majority of Tanzanians, as well as on Swahili as their language of expression at a time when its continuing development is not only a national goal, but is also the most appropriate medium in which to communicate with the people. There is also the temptation to seek outside publishers by those writing in English, whether scholarly or literary works, for quality and also in order to avoid the long delays experienced when publishing locally. This further removes their work from access by Tanzanians, since to make it acceptable to foreign publishers they must 'internationalise' it; and after publication, present-day Tanzania's economic constraints make it impossible to import copies for internal dissemination.

2. Text-book writers

There are strictly speaking no text-book writers in Tanzania. Almost all the books authored by private individuals which are used in schools are either supplementary readers or reference books. The reason for this is that all books for primary schools are written by the Institute of Education through text-book writing workshops under supervision of subject panels of the institute.

Due to there being no books in secondary schools especially (as a result of lack of foreign exchange for their importation) there has been a change of mind and teachers and university professors are being encouraged to write text-books. The Ministry is even prepared to pay a royalty or to make a straight purchase of those manuscripts it will find suitable and it is anticipated that this new approach will result in more books, and some argue, better books, than those being evolved through workshops.

3. Fiction writers

With the growth of literacy in Tanzania and the expansion of the school-going population, fiction writers were, until recently, doing well. During
the peak period of adult education campaign, fiction writers who geared their work to adult education requirements were certain to sell to that outlet alone between 3,000 and 6,000 copies. The main problem of fiction writers is that on the whole their works are of mostly low quality and there are not enough publishers to give them the editorial advice they need or encouragement that they are looking for.

The few publishers that exist already face the problem of the lack of capacity to print even the few books that they edit and their editorial staff which is mostly inexperienced can not handle efficiently all the manuscripts which come unsolicited.

Finally the difficult economic conditions being experienced in Tanzania and particularly the high rate of inflation has meant a re-ordering of priorities among the consumers, with books, and especially fiction, being stricken off the shopping list. Tanzania Publishing House's experience in the last six years or so shows that whereas an initial print run of 10,000 for a good novel could be justified in 1977, the same can not be said today. It is most discouraging that when more works of fiction are available the market has contracted considerably.

On the other hand, it is evident from the books being printed that a certain kind of escapist fiction (fast moving crime and detective stories) as well as illustrated 'comics' still enjoy remarkable success.

4. Translators

There are no professional translators in Tanzania and those who do translation in their spare time face the same problems as authors do - delays in publication and the same economic uncertainty. In addition they face some problems peculiar to translators. Most translations are made into Kiswahili, mostly from English though there are a few works translated from other languages notably French. In the 32 translated works lodged with the legal depository of Tanzania Library Services between 1973 and 1980, all but six of them were translations into Swahili. For translators into this language, certain problems are posed. To translate a work particularly a literary work, is not only to convey the meaning of the original. It is necessary also to make it really comprehensible to the body of new readers and to overcome culture differences so that readers of the translation are also able to enjoy the work in all its aspects. The translation, must, itself succeed as a literary work.

Unless publishers identify works they want translated and commission translators, it is mostly the latter who approach the former with suggestions. Obviously this puts them in a weak position of bargaining with the publishers. At present, in Tanzania, the emphasis is on translating technical, scientific, academic and professional material. Although in some ways translations of these types of materials should have been easiest because there are no cultural dimensions to them, there are none the less, inherent problems in translating from languages with a long history of industrial development into languages like Swahili where both the terms and the concepts are alien. As was indicated, a great deal of work is being done to develop Swahili as a language of industry and technology but it is not easy for translators to keep up with the terms developed by the Swahili National Council or in translating terms for which the Council has not yet developed acceptable Swahili terms.
For translations of literary works the constraints are just as complex. Dr Magoti argues in his article on 'The Role of translation in the Development of Kiswahili and its effects' that translations should only be made in order to 'compensate for knowledge we do not have in Kiswahili'.

But he sees danger inherent in translating literary works into Kiswahili, of over shadowing the language itself and 'denigrating' it by translating from a 'dominant' or historically strong language to a language that is still developing – as is Swahili which could cause it to assume concepts, structures and genres of other language.

This view would not receive much support, for in fact the more widely held view is that translations from 'more developed' languages tend to strengthen the ones into which the translations are being made. It is equally unacceptable as it would deny the Swahili speakers access to the vast body of world literature thus fostering a narrow and chauvinistic view of the world among them. Without exception translations into Swahili published by Tanzania Publishing House, have sold quite well. This is ample proof of peoples' interest in foreign literature.

A problem which affects translations and therefore translators is that translations are more expensive than original works. As a result publishing houses are not very keen to publish translations. Those who can afford the price of translations are also most likely to have read the original. These problems as would be expected deny translators regular work and therefore regular income.

6. Encouragements and aids to authorship and translation

Strictly speaking there are no concrete encouragements to authorship and translation in Tanzania. Although there is constant exhortation to all those with ability to write there is little that could be termed concrete aid. On the contrary, there are several examples of clear obstacles placed in the way of writers and translators.

There are a number of ways in which authors and translators could be encouraged. The most important one is without doubt financial, guaranteeing authors and translators a decent minimum income. The myth that writers must live in poverty to be able to write well is as incorrect as it is unjust to writers. One way to assist authors, and their publishers, since the latter must function in an unpredictable market and can only rarely afford to be generous, would be for government to guarantee a reasonable minimum purchase of books decided upon through well publicised writing competitions.

No such competitions are organised in Tanzania, and there is no literary prize of any kind for books in any field.

There are no encouragements or aids to translators either and in many ways their lot is worse off than even that of writers. In this area the situation in Tanzania is very unsatisfactory and a great deal will have to be done to change it.

Tanzania Publishing House has recently submitted a memorandum to government calling for the exemption from taxation of income earned by authors as royalty. If this succeeds it will be a big step forward, for the progressive income tax structure in Tanzania is a great disincentive to authors. It is
calculated on the authors composite income and there have been occasions where an author's take away pay was less than it would have been on a single income.

d) **Professional organizations**

There exists a Union of Tanzania Book Writers (Umoja wa Waandishi wa Vitabu Tanzania) which was established in 1979. The Union, however, as far as the present writer is aware, exists on paper only. No clause in the constitution of the Union expressly states that the union is there to secure and defend the material (financial) interests of the authors or their right to hold independent opinions and to express them freely so long as they do not go against the law. It lists twelve objectives: uniting all writers in the country, encouraging the writing of all types of books among Tanzanians, training young writers through seminars, advice etc.; assisting authors to secure publishers, producing journals for the benefit of authors, securing funds for authors' research, to evaluate writings of foreign authors and to verify what they write about Tanzania; to write books on the country's political, economic, social and cultural life in the national and foreign languages and to make translations, to ensure that valuable traditional education is recorded in books and to co-operate with other institutions involved in the development of the national language such as the Institute of Swahili Research, the Ministry of Education, the Ministry of Culture and others.

The Tanzania Organization of Translators (Chama cha Watafsiri Tanzania - CHAWATA) was formed in 1982, and has a registered membership of 13 translators working in Swahili, English, French, Russian, German and Arabic. All of the 13 members are at the University of Dar es Salaam.

CHAWATA (which will have to change its acronym as it is also the acronym for the Tanzania Society for the Handicapped) is already a member of the Federation of International Translators Unions and is in contact with other African organizations of translators.

The main objective of the organization is to translate foreign works into Swahili although some books could be translated from one foreign language into another. The existence of this organization, members of which are already producing an appreciable amount of work, will encourage more translations as well as developing translators.
II PUBLISHING

(a) Publishing houses in the public and private sectors

1. Major publishing houses

For this pamphlet a survey was carried out which showed that there are no less than 150 publishers in Tanzania. This surprisingly large number of publishers is, however, deceptive, for it includes even those who publish only occasional brochures or pamphlets for non-commercial distribution. Most of the government ministries, institutes, departments as well as parastatal organizations carry out some publishing activities. Still the total number of publications emanating from them makes up a sizeable part of the total national publishing output. If on the other hand definition of a publishing company/house is limited to institutions involved exclusively in the business of publishing or in which book publishing constitutes a large part of its normal activities, this number would be greatly reduced. Based on normal output of publishing institutions in Tanzania over the years 1972-1982, 5 publications per year appeared to be an average number to qualify a publishing institution as 'major'. Using this criteria, major publishers averaging 5 titles over the last 5 to 10 years are:

- Ministry of Education
- Tanzania Publishing House (T.P.H.)
- Dar es Salaam University Press (D.U.P.)
- Tanzania Library Services (T.L.S.)
- Eastern Africa Publications (E.A.P.L.)

Apart from these, publishers with marked influence on the population are the religious publishers. Ndanda Mission Press, Voluntary Agency of the Benedictine Fathers, Central Tanganyika Press, National Muslim Council of Tanzania (BAKWATA), Vuga Mission Press (Evangelical Lutheran Church of Tanganyika) and Tanzania Mission Press (Catholic) have for many years been publishing many books, mostly, but not exclusively, on religious subjects.

Apart from government ministries, agencies and institutes and the 5 parastatal publishing companies, there are also a few private publishers. Black Star Agencies, Africana Publishers, Swala Publications, Press and Publicity Centre and Intercontinental Publishers are the more active ones. Firms which dominated the publishing scene in Tanzania in the sixties and early seventies were Oxford University Press and Longmans, and the former has retained its place though in a diminished form. Their influence and that of Longmans in educational publishing has been greatly diminished. Oxford University Press' situation is partly due to the fact that their printer, Tanzania Litho, has had no paper but more probably because since O.U.P. cannot repatriate the fairly large sums made on these books, it does not see the necessity to publish more. In the last 8 years, O.U.P. published 10 titles, the most important being the Swahili dictionary, of which 85,000 were sold in 1981/82.

In Longmans' case, it is understood that only the name has been kept, but in reality they have ceased their operations in Tanzania. The Tanzania Manager has been allowed to use the name to carry out limited publishing activities.
2. Constitution, organization and operation

Most private publishing companies operate as limited liability companies based on individual investors' limited capital investment. Only recently has publishing begun to attract the interest of individual entrepreneurs but it is not certain that many of these who also have other interests ranging from export-import to management consultancy, will remain in publishing for long. Some of them who published one or two good sellers either invested the money they made from the books in their other businesses or else they over reprinted at the point when the market for their successful book was just about saturated and fell into financial difficulties.

Many of them operate from briefcases, without offices or warehouses but they are so resourceful that they manage to get their books out just as fast and often faster than the more established publishers.

The parastatal publishing houses, T.P.H. and Eastern Africa Publications are subsidiary companies of Tanzania Karatasi Associated Industries - a group under the Ministry of Industries. The two companies operate in many ways as any private company would and are expected to make profits and support themselves.

Tanzania Publishing House which is at the present the biggest publishing house was established in 1966 as a joint venture between National Development Corporation (NDC) and Macmillan of the U.K. In 1975, after a troubled relationship, Macmillan were bought out and T.P.H. was fully owned by N.D.C. In 1979 it was transferred to Tanzania Karatasi Associated Industries. Its turnover in 1982 was T.Shs. 26.8 million (US $2.23 million) and a profit of T.Shs. 6.1 million (US $0.5 million) was realised.

3. Specialisation

There is no publisher who specialises in one or two lines of publishing to the exclusion of others. It is not difficult to see why. Even the religious publishers, precisely because they want to influence their followers not only on matters spiritual but also in other aspects, publish books on health, education, literature and politics. One interesting observation about the religious publishers is that most of them have their own printing presses and use their religious organizations to distribute their books which they do quite efficiently. This form of organization has given them an edge over the commercial publishers without their own facilities and who must rely on the few printers available. The University of Dar es Salaam Press which had been expected to publish scholarly works of researches done by the University community has not risen to expectation.

(b) Textbooks and University books

Tanzania has in the main become self reliant in the production of textbooks for primary schools covering the entire seven years and all subjects. But at secondary school level and especially for science, and for the University there is still great dependence on books imported mainly from publishers in the United Kingdom.
Efforts are being made to write and publish books for secondary schools and for the 1983/84 year textbooks for Physics, for Forms I-IV, Chemistry for A-level, Biology for Form IV and Economics for A-levels have been written. Mathematics textbooks were the first to be written. The target is for all textbooks for secondary schools to be completed by 1984/85.

At the University, in practically all fields textbooks are imported. Due to the very limited foreign exchange allocations made to the University bookshop for the importation of textbooks, it has become common for professors and lecturers to write up their lesson notes and to cyclostyle them in the form of bound handouts and to sell them to students. A most negative consequence of this shortage of textbooks is the incidence of students cutting out whole chapters or sections from the books in the University library for private use.

The problems of textbook publishing for secondary schools, the various technical colleges and university are also related to the uncertainty over the educational language policy to be used for secondary and university education. Whereas the language of instruction in primary schools is Swahili, and the objective has been in principle its eventual use as a medium of instruction in all higher education, absence of clear decision to introduce Swahili as the medium of instruction has tended to discourage authors, academicians, and publishers from producing books for this category. In addition to other considerations, the cost factor argument by the proponents of English as the medium of instruction - preliminary estimates by the Institute of Education put the cost of translating and publishing existing secondary school textbooks at U.S. 8.4 million - has been conveniently used to support their use even through the issue it is obvious the costs for the same work in future will increase greatly and it would be advantageous to do it now. As the former Director of the Institute of Swahili Research pointed out, '... the scarcity of creative as well as factual material in Kiswahili is the consequence of too much dependence on foreign and non-indigenous media which neither stimulate sufficiently both the cognitive and the affective domains to allow for flexibility of thought and for the freedom of expression. It is therefore believed that more books and other teaching material will begin to flow when the indigenous medium is allowed to operate. A proliferation of primary school material on the market may testify to the above mentioned hypothesis.'

Nevertheless, a number of books in Kiswahili have begun to appear on the market, specifically conceived as textbooks for secondary schools and for 1st and 2nd year University courses. Some of these first appear as general titles and if found suitable they are then adopted as textbooks, supplementary or reference books.

In this respect the shortage of foreign exchange to meet imports for all the University book needs is acting as a stimulus to professors and lecturers as well as publishers to provide alternatives.

In line with Tanzania's policy of self-reliance, the writing and production of textbooks has always been considered best done through workshops organized by the Ministry of Education or the Institute of Education. The latter, which is charged with curriculum development has subject panels organized specifically to write textbooks for each subject. Involved in writing workshops are teachers under the leadership of the head of the subject panel. Upon completion of writing the textbooks, manuscripts are edited and are sent to the Ministry of Education where the Inspectorate Division will give final approval and the work of publishing will then begin.
Discussion has been going on for a long time as to whether authorship of textbooks should be left to individuals or whether the present method is most advantageous. There are two arguments in favour of the present method.

First, it is now generally agreed internationally that textbooks should be written by more than one author because this allows for the experiences of the different writers to be incorporated in the book. Secondly, it is argued, encouragement of individual teachers (the only group from which writers are to come) to write books will tend to create a situation of unhealthy competition among teachers with the possibilities of a good number of competent teachers leaving their profession to join probably more lucrative writing careers. So as a matter of principle the Ministry of Education favours textbooks being written by the Institute of Education.

Whether one agrees or not with either or both of these views the fact still remains that some form of incentive and encouragement ought to be given to the writers whether they be in group or as individuals because this is the only way to ensure that the work will be done efficiently. In this respect, where the Institute of Education approaches a publisher to publish their manuscripts, the normal royalty agreement is signed between them and from the royalty fee payable to the Institute cash grants are planned to be made to every one of the authors of the books published. Other forms of recognition, for instance acknowledgement to the authors, and promotions are given and it is hoped that these will be reviewed every now and then in favour of writers.

(c) Books for general reading

A number of general reading books sold well over 50,000 copies during the five year period - 1975-1980. A few sold even more. Still it must be noted that whether directly or indirectly many of the books which were published as general titles were adopted in the school system as supplementary readers or reference books. It is doubtful that an average novel could sell more than 10-20,000 copies off the shelf in less than two years. On investigation even the most popular thrillers, one will discover, do not sell to the public in the thousands as is often claimed. What usually happens is that the initial popularity of the book will encourage Tanzania Elimu Supplies to buy an entire edition of its reprint, but the reprint will usually take a few years to be sold off.

Between 1975 and 1980, Tanzania Publishing House, Black Star Agencies, Longman and Pan African Publishing Company in that order published the majority of the general titles although in the case of Black Star Agencies it would appear that all its titles were published to order by one or other of the Ministry of Education departments and institutions. In that respect their titles were not strictly speaking ordinary trade books coming on the market on the strength of their literary merit.

A number of outstanding works have been published in the last 10 years and a number of writers have become well known as a result of their writings.

(d) Children's Books

In Tanzania as in almost all African countries, children's literature has not been given the importance it deserves. However, there is now an awareness
of the need for children's books and a number of children's books have begun to appear on the market.

Between 1970 and 1983 Tanzania Publishing House published 21 titles of children's books in a total of 164,900 copies. But that is not enough even if twice that number of titles and copies were to have been published by other publishers.

Children's books publishing did not develop for several reasons. Firstly those who knew the importance of books for children had access to books for their children in the English language. As a result of the entire primary education being in Swahili, English language books can no longer do. Secondly, and this is more important a reason, there was not an organized pre-school child care system in which children were introduced to books. But from 1974, the establishment of day care centres has been as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Day Care Centre</td>
<td>670</td>
<td>750</td>
<td>1543</td>
<td>2490</td>
<td>3242</td>
</tr>
</tbody>
</table>

Source: Education sector study - URT/UNESCO/DANIDA World Bank 1980

Although there are still many problems to be solved before these day care centres can be as effective as desired, the nucleus, nevertheless, has been set up around which plans for provision of books and other materials can be made. It would be worthwhile, for instance, to find out how many copies of a series for children these day-care centres could purchase; for if for instance each day-care centre could afford two to three copies of each book, it would mean a total of 7,000 copies for the centres alone. Taking other possible users into mind it could mean anywhere from 10 to 15,000 copies. But of course one would hope that greater resources could be secured to enable parents to buy books for their children at prices they could afford.

Let us hope that the number of the day care centres will be increased and that their existence will become an inspiration for authors and publishers to write and publish books and for the public to be interested in them.

(e) Scientific and technical books

The majority of the publications under the applied and pure sciences are reports of research on various subjects done for or under the auspices of the National Scientific Research Council, various government ministries and university departments. Dar es Salaam University Press publishes a select number of inaugural lectures by University professors, many of which are of a scientific and technical nature. Tanzania Publishing House on its part has concentrated on publishing scientific and technical books in the national language. So far, 21 titles have been published under its Ufundi (technical) series. The publication of this series has been welcomed not only for its contribution to the development of technical terminology in Swahili but more especially because it has made it possible for workers without a knowledge of English to study and pass trade tests which is a precondition for promotions and salary increase.
(f) Translations from and into national languages

Although the picture that emerges from the data is not very positive yet on the whole translation into Swahili has been impressive. It should be kept in mind that translations into Swahili or books written in foreign languages, especially in English, are done in all countries which speak Swahili. The number of translations done can be found out by adding the output of each Swahili-speaking country and most especially of Kenya.

There has been little work of translation from Swahili into English but from questions being received by TPH there is growing interest by a number of foreign publishers in books written in Swahili.

(g) Co-publication and regional co-operation

Regrettably there exist little co-publication or regional co-operation in publishing. For Tanzania Publishing House, co-publication has been easier to arrange with foreign publishers like Zed, Toronto University Press, Lawrence Hill, Onyx Press, Praeger, Heinemann, than with publishers in Africa or even in East Africa. We have had three experiences with co-publications in Africa; Ikenga Publishers in Nigeria, Zimbabwe Publishing House and Heinemann in Kenya.

At the Zimbabwe Book Fair which was held in Harare in August 1983 an association of publishers within the countries of Southern African Development Co-ordinating Committee (SADCC) was formed and one important objective of the association is to develop co-operation in the region and to facilitate, among other things, co-publications and circulation of books.

(h) Books published

In order to have an idea of the titles and copies published, tabulation was made of the figures from questionnaires sent to all publishers and printers. But because of the incompleteness of the publishers' figures, only the returns of 6 printers, whose records were fairly complete and accurate, were taken. Between 1975 and 1980 the average number of titles per million inhabitants was 9.23. The average number of copies per million inhabitants for the same period was 449,026.

In these figures are included educational books. The actual number of copies printed is higher than that indicated because not all printers returned the questionnaires; but the margin of error cannot be more than 5 per cent since effectively only the returns of one or two printers whose output of books is reasonable were not available.

The figures for titles per annum includes reprints and a good guestimate for new titles would be about two thirds of these.

A fair percentage of these books are produced for the adult education programmes, the expansion of which, in the seventies, demanded an equally expanded book production campaign.
(i) Professional organizations

There are no professional organizations in publishing in Tanzania. The only existing link, and it is indirect, between publishers is between Tanzania Publishing House and Eastern Africa Publications. The two publishing houses belong to the same group (Tanzania Karatasi Associated Industries) and their General Managers are members of the same board of Directors of the holding corporation. Apart from that there is no professional association grouping publishers together. As the major printers are also in the group, there already exists, in a way, a bigger forum than would be offered by the few non-religious publishers forming a professional organization.
III. PHYSICAL PRODUCTION

(a) Printing houses in the public and private sectors

Printing capacity in Tanzania is very far below demand. This is especially evident in book printing for although there are more than 40 registered printers in the country, only seven - Printpak, National Printing Company, Tanzania Mission Press, Tanzania Litho, Tanzam, International, Ndanda Mission Press and Vuga Press are actually involved in book printing. Printpak and National Printing Company produce between them more than 80 per cent of the books printed in Tanzania.

The other companies specialise in printing office stationery, in manufacturing exercise books and labels. Even National Printing Company, the second largest printer in the country, does not print books only. In fact only 20 per cent of its capacity is actually used for book work.

Tanzania Litho who used to be by far the best book printers switched to packaging primarily due to inability to procure paper for book printing and also because their old sheet-fed printing presses made them less competitive in the book printing market.

Printpak is the largest book printing company.

Initial machinery installed at Printpak included:

- Photo typesetting and composing and accessories
- A 2-unit web fed offset press capable of producing 4000 books per hour.
- 1 gathering and binding unit
- 1 three knife trimmer
- various auxillary items
- 1 forklift truck

At present Printpak's full conversion capacity is approximately 7500 tons of MF (60-70 gsm) papers per annum. Actual machining capacity is greater but it is not complemented by matching capacities in the binding, stitching and trimming sections. One, 4 unit Goss web offset, 1 Solna, 4 unit and Solna 2-unit machines working at full capacity can produce an enormous amount of printed work; in addition it possesses 3 sheet-bed offset printing machines, 2 offset Litho Heidelbergs and one solna book cover printing. The fact that the binding and finishing section have only one flexibinding (rotary binder) 2 wire stitchers, 1 stitcher-cum-trimmer and 2, 3k trimmers, whose capacities are only about 60 per cent of the printing capacity illustrates the sectional capacity imbalances. The capacity for printing is greater than that for the binding and the binding is greater than that for trimming. In the final analysis, it is the most critical bottleneck that determines the capacity of the whole printing press.
In spite of the size of Printpak and the amount of work it turns out there are already constraints which it must overcome if it is to meet the ever-growing demand for printed material. Without moving to new premises no expansion or modernisation can be made as there is no room at its present premises. Construction of a new factory was to begin in 1984 at a new site.

Apart from technical bottlenecks, Printpak, like all printers, experiences severe shortage of raw materials, paper being the most critical. Spare parts are also a problem and local efforts to manufacture some parts have been successful only in producing gears and shafts and remounting rubber rollers. Printpak, however, has a well-qualified team of technicians to do the servicing and maintenance of machinery and for servicing electronic equipment there is an agency in Dar es Salaam.

Printpak also manufactures printing inks to meet its own needs and those of the rest of the printers in the country and to export to the neighbouring countries. It produces letterpress and offset (oil-based) as well as flexographic (alcohol-based) inks in 40 different colours. The ink factory started production in 1978 with production capacity of 120 tons of the oil-based inks per annum and 30 tons of the flexo ink. Actual national consumption is between 70-80 tons per annum. Shortage of raw materials has often also affected ink production making for an average production of between 65 and 70 tons per annum.

The second largest printing press is National Printing Company (Kiwanda cha Uchapaji cha Taifa - KIUTA). Like Printpak, NPC was also established in 1966 then as the Party printing press, and its main job was to print the Party Newspapers Uhuru, the Nationalist, and other party publications. In 1967 it was incorporated as a subsidiary of the National Development Corporation, and in 1979 it was transferred to Karatasi and Associated Industries of which mention has been made earlier on.

NPC has a capacity of converting between 5,000 and 6,000 tons of paper per annum, 20 per cent of which is reserved for books. This percentage would go up if enough paper was available.

NPC's printing machinery and other equipment consists of 2 SORD, Heidelberg (7-8 years old), 2 Goss Presses (5 and 8 years old), 1 TP Miller perfector (1983) KORD Heidelberg single colour for cover printing as well as 1 Roland-Pava 2 colour press; in the binding section NPC has 2 folding machines, section collator, 2 perfect binding, fully automatic machines, one autogang stitcher (Muller) and 2, 3-knife trimmers. The capacity in the binding section is by far greater than that in the printing section so that most of the time this section is idle.

An example of lack of sufficient co-ordination is that while NPC have excess binding capacity, Printpak which is hamstrung by this bottleneck, has not taken steps to use NPC's facilities.

NPC has suffered more than Printpak from shortage of spare parts for its machines and this problem became very acute in 1982.

It was also revealed that NPC did not have a sufficient number of technicians to provide maintenance services and especially preventive maintenance for the machines they had. Spare parts have been the cry of all industries ever since they were taken off the list of imports under Open General Licence...
and the process of getting important licences for spare parts takes a very long time and the Bank hardly ever allows importation of all that a company needs to ensure unbroken service of its machinery.

In spite of the problems which the company has experienced, NPC is still very important in the publishing industry in Tanzania as it is the only one providing printing services to publishers of general titles.

Other important printers in the country are Tanzania Litho which is owned by Tanganyika Development Finance Limited. Tanzania Litho, until paper shortages pushed it to the packaging was the best commercial book printer in the country. Occasionally, T. Litho's important clients supply it with paper for their books as for instance the Swahili dictionary and the President's books published by Oxford University Press.

Tanzania Litho's prices have, on the other hand, been higher than those of the two other printers primarily because their relatively old sheet-fed machines are slow and cannot match the speeds of the bigger and more modern web-fed presses at Printpak and NPC.

Shareholders and management of Tanzania Litho, in anticipation of the commencement of paper production at Mufindi Paper and Pulp Mill scheduled for end 1984 were planning an expansion programme to enable them to re-enter book printing more competitively than at present.

Other book printers are the ones owned by religious organizations. Nganda Mission Press, part of the Voluntary Agency of Benedictine Fathers, Ndanda, in Southern Tanzania, Tanzania Mission Press, and Vuga Mission Press have sizeable printing units which print religious books and pamphlets and occasionally publish general titles through publishing houses and individual authors. Most of the machines these presses use are Letter Presses which are kept in good working conditions by staff of the missions normally led by a priest/White Father or Brother specialising in printing.

(b) Quality of finished product obtained

The quality of printing in Tanzania is generally adequate but it will need a great deal of improvement to be competitive especially on the international market. One of the reasons for the often poor quality of printing is a result of the tremendous pressure exerted on the printers by too great a demand. Not only is the quality sacrificed for greater volume of output, but there is no doubt that the near monopoly situation enjoyed by the printers in a situation of high demand acts as a disincentive. Furthermore, as there is no institution which is empowered to check on the quality of printing which could arbitrate in case of dispute (and there are many such disputes), publishers are entirely at the mercy of printers. Lack of a variety of quality paper, boards, and other materials especially in the finishing is something the printers can, of course, do nothing about.

Printers without exception have always registered profits even if their output is down. They simply increase the cost to the publisher according to the percentage profit desired. One particularly obvious reason for the high cost of printed matter are the overheads which are incurred by the publicly owned printing presses Printpak and National Printing Companies. The social benefits enjoyed by workers in Tanzania - subsidised meals, transport, sporting facilities, and medical care constitute one of the big cost items. When
coupled with overstaffing, a huge wage bill and ever-increasing fuel costs, it is not difficult to see why costs of printing have been escalating.

Still, there is reason to applaud the efforts which have been deployed by these companies in attempting to meet demand. With the means at their disposal, and the frustrations that can arise out of not being able to find the paper, the spare parts or the trained manpower needed, they have acquitted themselves fairly well.

(c) Professional organizations

There is no professional organization of printers and converters in Tanzania. The publicly owned printers under Tanzania Karatasi Associated Industries are governed by regulations which govern all the parastatal organizations and which are formulated by SCOPO (Special Committee on Para-statal Organization). These regulations together with the single union of Tanzania, govern relations with workers and with government.

The other private printers, religious and non-religious, prefer to go about their business with as little publicity as possible and have not found the need of an organization grouping them together.

(d) Cultural paper and other raw materials

All cultural paper consumed in Tanzania is imported. The only paper produced locally is from recycled waste paper blended with imported pulp at Kibo Paper Industries on Pugu Road, Dar es Salaam. Kibo Paper Industries is a subsidiary company of Tanzania Karatasi Associated Industries. Working at full capacity, Kibo Paper Industries has been producing approximately 10 tons per day of flutting and kraft liner paper which it converts into sacks, bags and cartons at its other site in Chang'ombe.

There are other units producing hand made paper from cotton rags, textile and sisal wastes, as well as bagasse, wheat straw, papyrus reeds and other agricultural and industry based wastes. These units are organized under the Small Industries Development Organization which was established in 1973 for the purpose of establishing and developing small industries as its name implies. At one of SIDO's training-cum-production centre at Kibaha, 50 km. north of Dar es Salaam, production of various kinds of hand-made paper approximates 850 tons per year.

The papers produced at these units, are ledger paper, cardboard, straw board and index boards. Some units such as Nyumba ya Sanaa (House of Art) produce fairly good quality paper which is used by artists of the same place to make greeting, wedding cards and envelopes and prints of original art works which are very popular. The heavier boards are used by several packaging and converting units into different items.

The situation with regard to the production of cultural paper should have changed radically in 1983 had construction of the integrated pulp and paper mill at Sao Hill, Mufindi District in Southern Central Tanzania been completed as scheduled. The Mufindi paper and pulp mill which was expected to commence production at the end of 1984 and beginning of 1985 will initially produce 60,000 tons of paper and boards and 1,400 tons of pulp for use outside the mill.
The project which is wholly owned by the National Development Corporation will cost $251.7 million and has been financed by the Tanzania government, National Development Corporation and local banks, $51.7 million, World Bank, $30 million loan, IDA, $30 million, Commonwealth Development Corporation, $20 million loan, Kreditanstalt fur Wiederaufbau, $34 million grant, Kuwait Fund, $18 million loan, Nordic Investment Bank, $12.5 million loan, OPEC Special Fund, $10.5 million, of which $5 million as a credit and $5 million as a grant, and Swedish International Development Authority, $45 million grant.(4)

The completion of the mill and the start of production will bring to an end the paper shortage which has affected adversely the publishing and printing industries. Assuming the growth rate of consumption of newsprint in Tanzania to be 2.6 per cent per annum - the average growth rate for developing countries - the per capita consumption of newsprint in Tanzania will be 0.25 kgs in 2,000 A.D.; in other words, 'Tanzania will have accomplished what Africa (excluding South Africa) had achieved in 1979.'(5)

It is difficult to establish the extent to which needs were covered during the period under study and by the same token projection of per capita consumption of cultural paper can be very misleading. Tanzania has been at the edge of a veritable revolution in providing basic education to its children as books on both primary education and adult education programmes fall far short of needs. Book publishers cannot get even half of their manuscripts printed and printing of magazines has been stopped altogether. It is in view of all this that in our opinion projection of consumption of cultural paper would have to be made after the Mufindi pulp and paper mill has started production for only then can we gauge what effective demand there exist in the country. In our view the rate of growth of cultural paper consumption is likely to be higher than the 2.6 per cent which is supposed to be the average for developing countries.

There are no special problems involved in importing paper except, of course, the foreign exchange problem which is at the root of most of the problems of the printing industry. The two major printing presses, Printpak and National Printing Company on being granted import licences order paper from any source and after the Banks have opened the requisite Letters of Credit, the paper is shipped. There are no duties on printing paper for books but a 20 per cent duty is imposed on newsprint.

Apart from the two printing companies which import their paper directly from the suppliers, other printers obtain their paper either from Stationery and Office Supplies (S & O) or Tanzania Elimu Supplies.

There has been negligible regional co-operation in production or trade in cultural paper. Among Tanzania's many neighbours, (Kenya, Uganda, Rwanda, Burundi, Zaire, Malawi, Zambia and Mozambique) and even beyond, only Kenya produces book printing paper in large enough quantities for home consumption and export. The only aspect of regional co-operation is that one of the shareholders in Kenya's Pan African paper mills at Webuye, is East African Development Bank owned jointly by Kenya, Uganda and Tanzania. EADB was the most important institution which survived the break up of the East African Community in 1977. With the border closed between Kenya and Tanzania between 1977 and the last quarter of 1983 and with relations between the two countries being anything but amicable, there was no possibility for co-operation. Future co-operation will now be possible, the border being open, and as there exists a manifest desire on both sides to re-establish relations as they were during the days of the East African Community.
It is from international assistance that Tanzania has had its paper and primarily from the Nordic countries and Sweden in particular. SIDA has made many generous grants of paper in support of the UNICEF-Unesco Tanzania Project and its publishing programme for primary school books. It is this assistance which has in large part sustained the programme. Canadian International Development Agency has also supported the book industry in Tanzania through its import support which has enabled Printpak and National Printing Company to purchase paper using local currency.
IV DISTRIBUTION

There are 83 bookshops in Tanzania, each bookshop serving roughly about 250,000 people. Of these bookshops, only Cathedral Bookshop, Tanzania Elimu Supplies Bookshops, University Bookshop, International Publishers Agency, Comprint Bookshop, Popular Bookshop, Dar es Salaam Bookshop and Government Publications Agency, Friendship Bookshop in Dar es Salaam; Kase Bookshop, Arusha Bookshop in Arusha; Inland Bookshop, Church Bookshop and Gift and Book Centre in Mwanza; Christian Bookshop in Moshi, TNP Bookshop in Tabora, Ndanda Mission Press in Ndanda and Church Bookshop in Bukoba, carry out book business of substantial magnitude. As all the bookshops to which questionnaires were sent did not give figures representing their annual trade, we are unable to give an accurate figure of the volume of the book trade being carried out through bookshops.

The volume of book trade for most bookshops has contracted. In a few cases quite drastically - first because they have been unable for a number of years now to import books and secondly because selling educational books has been confined to Tanzania Elimu Supplies and has therefore deprived them of the only secure market they could have. We shall return to Tanzania Elimu Supplies shortly.

Of the existing bookshops more than a half are what are termed Christian Bookshops because they are owned and run by religious organizations even though they do not limit themselves to selling only religious books. Dar es Salaam Bookshop in Dar es Salaam which is owned by the Anglican Mission also owns 4 other bookshops in Mbeya, Iringa, Tanga and Zanzibar, and acts as the central purchasing agency for the other bookshops. Even other small bookshops used to make their orders of foreign books through Dar es Salaam Bookshop because they were thus able to benefit from higher discounts offered to it by foreign publishers. And for Dar es Salaam Bookshop their arrangements of consolidating orders from small bookshops increased their power to demand larger discounts. It was also easier for Dar es Salaam Bookshop to obtain Central Bank licences and to ensure that payments were effected to the foreign publishers than it would have been for small bookshops in the interior.

The bookshops owned by Catholic Mission seem to act more independently. One reason for this would seem to be that each one is quite well managed and fairly active and is able to obtain at least the locally published books without having to go through central purchasing unit.

A visit to bookshops in Dar es Salaam with the exception of Cathedral Bookshop, International Publishers Agency, TPH bookshop and one or two others is, however, disappointing not only because there are few books in them as a result of the curtailed book imports but because even those that are published locally are not there and there is little effort done to display books in a manner that is likely to attract customers. The bright Dar es Salaam sun contributes substantially to the dullness of the window displays as it fades colours of the paper backs and dust jackets in no time and gives the books and bookshops an air of neglect. It is also quite evident that book-selling as an art is not yet developed in Tanzania and we could all learn something about window display.
1. Tanzania Elimu Supplies (TES)

Without doubt Tanzania Elimu (Education) Supplies is the most important book distributor throughout Tanzania. It is also generally agreed that its services leave a lot to be desired. To understand its history and how it has functioned, is in many ways to understand the problem of book distribution in Tanzania. First, its history.

Tanzania Elimu Supplies (TES) was established in 1967, the year of Arusha Declaration, as a subsidiary of the National Development Corporation. NDC was, itself, set up in 1964, by Parliament '...to facilitate and promote the economic development of Tanganyika.' The reasons behind the creation of TES were first, that private suppliers charged exhorbitant prices; secondly, that there were delays in getting supplies to schools and finally that there was no standardization of school supplies - books, equipment and so on.

In addition, a year before, in 1966, Tanzania Publishing House had been formed also as a subsidiary company of NDC, in which it owned 60 per cent of the shares while the British publishing company of Macmillan owned 40 per cent, and what better arrangement could there be than having a publishing house publishing all the school books, a printing company and TES doing the distribution within one group of companies?

But a series of problems in the actual working of the proposed system were soon apparent. Tanzania Elimu Supplies, intent on controlling costs at the point of production, argued successfully to reprint books that had been published by Tanzania Publishing House depriving its sister company of its only back list. But even then prices remained high. The operational costs of the company sky rocketed. Books were not reaching schools as regularly as it had been projected and the other objectives were not being achieved either.

On the recommendation of Mackinsey and Co. Consultants, the Ministry of National Education took over TES in 1973. After the take-over the company became everything from publisher, printer, book distributor and bookseller to journal proprietors, advertising agents, designers and draughtsmen, dealers in stationery as well as equipment and chemicals of all kinds for use in schools, colleges and other institutions.

In 1972 the government decentralisation exercise placed the purchasing of primary school supplies under the authority of the District Development Directors and these did not always consider purchase of textbooks one of the important priorities. There has been a tendency to spend more money on buildings, school desks and other locally manufactured items than on books which has meant that TES has often found itself stuck with books for long periods of time because those responsible for book purchases in the districts did not have money to do so.

TES found itself, in the seventies, in the enviable position of being the confinee for all imports of paper for use in schools and also for commercial printing. Because of the scarcity of paper, and the absence of any control of prices for printed matter, printers were prepared to do anything to obtain it.
In these circumstances, it was no wonder that books did not receive the priority they should have been given. And even in the department concerned with educational book purchases and distribution, priority was not always given to legitimate textbooks and supplementary readers. Unscrupulous publishers who were ready to pay could have their entire stocks of useless books bought and unloaded at TES only to be left there indefinitely.

A widely held view of TES is that it is too big to deal effectively with all the items it is supposed to supply. It does not have properly trained staff in many departments and its parent ministry, education, not being business-oriented, does not exercise sufficient control over it. It suffers also seriously from lack of vehicles to transport books and equipment to up-country districts - a problem which is well-known.

In spite of this, TES has played a role which is necessary and important. It has become the nucleus of a nationwide distribution system, which in time can provide an efficient nationwide book chain. Already it has established 10 regional branches which serve as depots from which District Education Officers collect their supplies. They also serve the regions as information centres about what is available.

A series of investigations of TES by the Party and dismissals of those found guilty of irregular practices, has had a corrective impact and there is undoubtedly more seriousness presently manifest in TES' operations. In 1982 TES had a turnover of T.Shs. 203 million ($17 million) and a profit of T.Shs. 18 million ($1.8 mi.) of which 70 per cent was from the sale of school books and equipment. The projections for 1983/84 were for a turnover of T.Shs. 240 million ($20 million).

2. The effect of TES on bookshops and development of general titles publishing

The scarcity of books, stationery and other materials in schools and the advantage that unscrupulous booksellers took of it to hike prices, was one of the initial reasons for wanting to set up parastatal organizations to deal with the production and distribution of books. It was not, it would appear, that thought was given to what would happen to bookshops and booksellers once the only really reliable items - school textbooks, exercise books and stationery - were taken away from them. And the fact that TES was also to be the sole importer of books for schools from foreign publishers sealed the fate of most of the bookshops. The present sorry state of bookshops can be attributed in great part to the confining of educational books to TES as the only distributor/bookseller. As the notion of bookshops as exploiters took root, the uncertainty of sales of all their stock - and problems relating to importation, cost of stocking as well as small discounts given by local publishers (20 per cent - 25 per cent on all books) - were given as reasons for the rather high markups.

Bookshops depended on educational books as the only guarantee of a reasonable minimum income. As suppliers of school books, bookshops were developing into an important institution where students and their parents visited often. In the process general books also enjoyed greater exposure to potential buyers. It is now evident that new type bookshops, co-operative and community owned, or as a function of the District Development Corporations should be looked into.
For books do not comprise only educational ones and a literate culture can only develop on the basis of institutions; publishing, printing, bookselling being as close as possible to the population in urban and rural areas.

In Dar es Salaam and in other medium size towns, books are being sold, in addition to traditional bookshops, at all places where it is considered possible to sell. Supermarkets, newspaper kiosks, at the airport, at the annual agricultural and trade fair, etc. During parliament sessions and important Party meetings and Congresses, Tanzania Publishing House and Government Publications Agency erect stands at which they sell books. Although these occasions do not bring in much by way of receipts, they are still important for disseminating information about the activities of the publishing house and answering questions from influential leaders who come from distant regions.

Tanzania Publishing House inaugurated in 1983 what may become an interesting sales strategy, as well as for providing opportunity to publishers and the public to communicate directly. TPH has organized exhibitions in the six biggest food/vegetable and fruit markets. Starting with the biggest one at Kariakoo, the book displays are integrated in the daily pattern of trade of the market. Shoppers from all walks of life are confronted with books and lively discussions often take place between the publishers and the people on all aspects of books from editorial matters to printing, to prices and to content of the books. Sales from the exhibitions have also justified their holding as well.

There are no book clubs in Tanzania but plans are under way to start one on an experimental basis. At a recent meeting of secondary school headmasters and headmistresses eagerness and preparedness to participate in it were expressed.

3. Book promotion

Book promotion in Tanzania has been as slow in developing as book production itself has been. One of the reasons for this slow development has been the unwillingness of publishers to make substantial financial outlays for promotion because book selling until recently was not done on a competitive basis. It was always enough for the most part for a publisher to take his books in his brief case or under his arm and to convince the purchasing officer at TES to buy them.

The absence of regular and creatively designed catalogues is partly explained by the fact that yearly productions - five or so books - did not warrant committing funds to produce a new catalogue. A mimeographed announcement, targeted at those most likely to buy was more sensible than having to publish a new catalogue every year. Announcements of books in newspapers either as reviews or straight publishers' advertisement is one way of promoting books and experience shows that for all books including fiction, book reviews are very useful as a sales and promotional strategy. A good review, summarising the content of the book and inviting people to read it has almost immediate impact. On some occasions reviews of books, mainly on topical political issues written in English have opened up long and heated debates in the newspapers and this had had the effect of increasing sales.

The Daily News and Sunday News carry an irregular column 'Review line' which is popular and influential in attracting interest in books. The newspapers would probably make it regular, if there were regular reviewers of books produced in and outside Tanzania, if they were considered important, and especially if they
were available on the market in Tanzania. It is frustrating to read a good book review and not to be able to buy the book. The Swahili newspapers, Uhuru and Mzalendo carry book reviews as well. In fact, they could regularise their book review column since there is more certainty there of new books.

The discontinuation of popular magazines because of the paper problem deprived the publishers and the public of one important source of information about books. Almost all the magazines carried book reviews either because they did not have material to cover all the pages or because it was one way towards influencing the publisher to take an 'ad' in the magazine.

Radio reviews occasionally appear, usually for several weeks or months. During 1982 Radio Tanzania's English Programme ran 17, fifteen minute weekly broadcasts entitled 'Horizons for Books' the scripts for which the author of this monograph wrote and read. Another series of broadcasts in Kiswahili running for 12 weeks was aired from March to May 1983. In these radio broadcasts general information about publishing, book-selling, authorship, printing and other aspects of the life of a book was given. The response given to these broadcasts as evidenced by letters received and questions asked attested to the potential usefulness of the radio for promotion of books.

The radio also often adapts published plays for reading on the air and the credits given to the author and publisher augur well for the book. Recently a children's book Samaki Mdogo Mweusi, a translation of Samadi Behrangi's The Little Black Fish by Ebrahim Hussein was serialised in the Swahili Sunday paper Mzalendo and negotiations are being made to read it on the air. These actions will, hopefully, help to promote books but to be effective they must be regular and systematic.

4. Methods used for sale, diffusion, information and promotion

Tanzania National Bibliography (TNB)

The oldest even if uncomprehensive bibliography on Tanzania was published by Tanzania Notes and Records (TNR), the oldest scholarly journal in Tanzania. This was compiled in part from the University of Dar es Salaam's Quarterly Bulletin and accessions list as far back as 1961. It even published specialised bibliographies on special subjects - Islam in Tanzania, Plant Diseases (in preparation). It also covers articles in periodicals which the TNB does not cover. It was published consecutively until 1976 when due to material and staff problems it could not continue. A 5-year bibliography has just been completed for publication in 1984. The TNR bibliography's shortcoming is that it does not cover books in Swahili published in Tanzania, primarily because subscribers to the journal were for a very long time ex-colonial and expatriate staff and a Swahili bibliography would not be useful to them. The majority of the membership of Tanzania Society is increasingly becoming Tanzanian, but even then there would be no need of producing a TNB covering Swahili publications since this is already being done by Tanzania Library Services.

An official Tanzania National Bibliography has been published since 1969. It is compiled by the Tanzania Library Services in co-operation with the University Library on the basis of books acquired through the legal deposit at both libraries. The National Bibliography includes books, pamphlets, official government reports and reports of parastatal organizations, periodicals, university theses and dissertations, maps, films, records, etc. This
National Bibliography appears in a publication of the Tanzania Library Service called *Printed in Tanzania*. Other sources of information on publications in Tanzania are available in the Tanzania Press Directory published by the Ministry of Information which is also a guide to journals, newspapers and magazines published in Tanzania.

It is important to caution the reader here that although the law requires publishers and printers to deposit with Tanzania Library Services not less than two copies of any printed book (*Tanzania Library Services Board Act 1975, Section 5(2)*) not all publishers comply with this law. Either because of ignorance or negligence a substantial number of publications are either never recorded or are recorded several years after publication and usually by chance discovery. The absence of trade lists and catalogues from publishers make it difficult for TLS to ascertain who published what and when.

Sales of books to individuals through correspondence are so small that for all practical purposes this method can be left out as a way of diffusion of books. Bookshops from up-country send in their orders through the mail usually following customer inquiries but increasingly on receipt of sample copies and catalogues or leaflets from publishers. Tanzania Publishing House sends to each bookshop a copy of every new book except when the book is expensive in which case an announcement only will do.

Postal rates are high and they affect mail order business considerably. For packets comprising books only up to 3 kg. postage is equal to $1.50 and $0.50 per each additional kilo. It is higher for air mail. For 1 kg. (each 10 grams or a part thereof) postage is $0.83. International air mail postal rates are for 1 kg. (each 10 grams or part thereof), $1.25 for Africa zone, $1.67 for Asia zone and $2.08 for others. Air freight is cheaper but only for large consignments. The same is true for shipping. Small packages tend to get lost or arrive damaged.

5. Imports and Exports

Books imported into Tanzania are mainly for secondary schools, institutions of higher learning, the University, Technical colleges, Financial and Management Institutes, and Research institutions. General books, fiction and other popular books were until recently a significant part of the imported books. Children's books are also in great demand especially from the community of expatriate Europeans working in Tanzania, and a growing number of Tanzanians.

The value of imported educational books is not high compared with those produced in the country partly because the number of secondary and post-secondary schools are few and their enrolments are not very high, partly because there is a lack of enough foreign exchange funds to enable the country to import all the books it requires even for educational purposes.

Until May 1976 there were no restrictions on importation of books. After 1976, books were imported under open General Licence issued to importers on request. Usually, the only effects of the licence were reductions in the value of the import order requested. No outright rejection was ever experienced. But as Tanzania experienced the full effects of the international economic crisis and the foreign exchange situation deteriorated, book imports were very severely curtailed.
Current procedure regarding importation of books is as follows: a bookseller submits his application to the Exchange Control Department of the Bank of Tanzania for an import licence for a period of 6 months in January-June and July-December, with pro forma invoices from the foreign source, in accordance with Exchange Control Circular No.12. If the application is successful, a certificate verifying the value of the shipment from the General Superintendent will be necessary if the value is more than T.Shs. 10,000 ($835.00) before the books are shipped or air freighted. For consignments of less than this amount there is no need for General Superintendent's Certificate.

But, in fact, hardly any books have been imported into Tanzania in the normal book trade in the last few years. Applications for import licences for books are almost automatically rejected. Bookshops which used to be fully stocked with current books have their shelves either empty or stocked with only locally published books. Cathedral Bookshop and International Publishers Agency bookshop in Dar es Salaam are the only bookshops which still stock limited quantities of imported books, which means that they have access to some foreign currency. The former, the author understands, obtains the books from the Catholic missions abroad who pay for them and send them here on the basis of internal mission arrangements. The books are mostly educational, children's and religious. International Publishers Agency which represents numerous British and American publishers, specialises in best seller popular novels and expensive travel and nature books.

The imported books which they still have in stock are from imports made several years ago as no licences have been given to them after 1980.

The book importation freeze has been a boon to local publishing. International Publishers Agency and the other major bookshops which used to stock mainly imported books and a few or no locally published ones have been forced to rely entirely on local publishers. Their shops which used to cater mainly for expatriates, tourists and high income book buyers have now become accessible to ordinary people. Local publishers are, of course, negatively affected as well by the lack of foreign exchange because they cannot buy rights from other publishers, attend book fairs or print books outside. But there is no doubt that they have increased sales of their general titles as a result of the absence of competition from import sales.

6. Transport problems

Transport is one of the problems which impede diffusion as well as promotion of books. Not only is it difficult to transport books from the centres of manufacture to the regions, but in some areas there is no transport at all. Even when the books arrive at the regional and district headquarters, they normally remain there for long periods of time because there is no transport from there to cover distances which may be anywhere from 80 to 400 kilometers.

The problem of transport is not only caused by a lack of vehicles. Some roads are impassable for almost half of the year. Vehicles are grounded because of lack of tires, spares or petrol. And although there is a railway system which runs across the country from east to west, and the Tanzania Zambia Railway which runs from east to south west, there are few feeder roads to connect the towns along these lines to the areas away from the railway.
Where there is road transportation, it is irregular and not sufficient to meet the demand for cargo and passenger services.

The state in which parcels sent this way arrive at the bookshops far from Dar es Salaam is also very uncertain because due to lack of materials the corrugated paper used for packing is not very sturdy and easily tears.

7. Regional Exchanges

There has been very little exchange of books in the East African region for reasons which have been explained elsewhere. The opening of the border between Kenya and Tanzania will, hopefully, usher in a new era of regional book trade. But for this to be indeed regional trade will also depend very much on whether Tanzania and Uganda will produce books which will appeal to the increasingly sophisticated Kenya market in both content and quality of manufacture.

8. Professional organizations

There used to be a Tanzania Booksellers Association but this folded up in 1970. A Christian Booksellers Association evolved thereafter since 45 bookshops are owned by Christian missions. But as this Association neither owned nor controlled any bookshop it was mostly used as a central importing agent because it enjoyed a high discount rate (33 1/3%) from British publishers. But as Tanzania Elimu Supplies gradually became the sole importer of books for schools, and as book importation became very restricted as a result of the foreign exchange crisis, the Association had no work to do and it died a natural death.

9. Prices and price policy

The low volume of the book trade, and especially of general titles, and therefore, the low turnover for most of the publishing houses has meant high publishers and booksellers overhead costs and therefore high prices. The bookshops are given 20 per cent discount and royalties to authors are 10 per cent of the selling price. Overheads are usually between 30 per cent and 40 per cent. The very small publishing houses (often with only one person) do not have these overheads but they price books on the same calculations as the major publishing houses. This is understandable because they feel less secure in their work and must usually pay the loans they took with probably high interests.

The multiplication factor of between three and four times the unit cost of printing is used to arrive at the price of the book. It is worth mentioning here that overhead costs derive also from the long lead time between receipt of manuscript and its publication. The time can be as long as four years and it is rarely less than 18 months. A combination of weaknesses of editorial staff of the publishing houses and printers have created this situation which is a major disincentive to publishing. Most bookshops mark-up the price by between 25 per cent and 50 per cent. The cost of sales is reported to be about 12 per cent.

The credit period is in theory thirty days but Tanzania Elimu Supplies who are in an almost monopoly situation do not keep to the thirty days' limit, paying when they decide they want and can pay. This creates a problem to publishers as in their position they can not retaliate or impose appropriate sanctions against it.
There is no price control on books and prices are not printed on books. Although this could indeed be the only way to ensure that the final buyer had the legitimate price, it would not be fair for the booksellers outside Dar es Salaam who receive their stock irregularly and because of the slow sales incur more costs.

(b) Libraries

1. Libraries in the public and private sectors

An early indication of the commitment of the Tanzania Government to universal literacy can be seen from its creation, in the early years after independence, of a system of public libraries. Libraries in Tanzania started out as the least privileged of libraries in the three East African countries. They had a bookstock of only 99,000 and 7 librarians of whom only one was African against Kenya's 304,000 books, 17 librarians of whom one was African. Uganda had 200,000 books and 10 librarians of whom one was African. In the 1970s 'Tanzania (led) the way in library development particularly in the public library field and (had) a larger number of endogenous qualified librarians.'(6)

Tanganyika Library Services Board Act 1963 was the legislative instrument which spearheaded the expansion of the library system. The board was empowered to 'promote, establish, equip and develop libraries in Tanganyika' and while it enabled great work of expanding the library system to be done, by 1975 it was found to be inadequate and was repealed. Tanzania Library Services Board Act, 1975, extended the function of the Board and put under its jurisdiction all public libraries, 'public' being defined as meaning 'all types of libraries, i.e. any library to which a member of the public has or is permitted to have access ...'. Other provisions of the Act relate to Legal Deposit, training of librarians, rural libraries, production and preservation of traditional literary works, etc.

To date there are 88 libraries at the centre of which is the Tanzania Library Service. By any standards, the expansion of TLS and the acquisition of book stock has been remarkable especially when one takes into consideration the very difficult economic situation which the country has transversed during the last 10 years so so. By 1974, ten years after its establishment TLS had increased its book stock from 49,000 to 900,000. Apart from the National Central Library based in Dar es Salaam, which also acts as the Dar es Salaam regional library, Tanzania Library Services are organized at the regional and district levels and provide rural mobile services as well. In addition it operates a schools' mobile library service, a postal and book box service in over almost all of the mainland's twenty-one regions. At present there are 13 regional libraries and 5 district libraries with an average book stock of 35,000 for regional libraries and 15,000 for district libraries. The seating capacity of the regional and district libraries is 150 and 100 respectively.

The development of libraries closely followed the periodic development plans, which started with the first Five Year Development Plan of 1964-1969. It has been planned to extend library services to 15 regional headquarters at a cost of $416,666 ($166,666 for books, $250,000 for building) per library but only 4 (National Central Library, Iringa, Bukoba, Mwanza) were completed. In the Second Five Year Development Plan 1969-1974 six libraries were planned and built. In the third Five Year Plan 1975-1980 only 3 out of 9 planned were
built. In the fourth Five Year Plan, 1981-1985, a total of $1.7 million has been earmarked for the construction and stocking of libraries in Dodoma, Kigoma, Shinyanga, Lindi, Singida and Coast region.

At the same time, it is on plan to extend mobile services which at present cover only 5 regions (Moshi, Kibaha, Songea, Musoma and Sumbawanga) by providing a book van to each regional library.

2. Rural Libraries

The ultimate success of the library system in Tanzania will depend very much on whether it will be able to extend its services not only to the regional and district centres but to the villages where the majority of the new literates are found. The success of the literacy campaigns which lowered illiteracy in the country to less than 25 per cent was in great part a result of the villagisation programme. This brought hitherto scattered homesteads together into permanent villages and as a result made it possible for party and government to mobilize the population into literacy classes and to provide materials more easily than would have been possible otherwise.

There are a little over 8,000 villages of this kind and if the newly literates who live in the villages are not to lapse back into illiteracy, some form of library facility will have to be established in each village to serve the villagers. At present rural areas are served through use of mobile libraries and bookboxes but these vans are too few (5) and prone to breakdowns which make the service extremely irregular. There are other problems of the rural environment which make this most necessary service also the most difficult to render.

3. Adult education rural libraries

The Department of Adult Education of the Ministry of National Education operates, according to sources in the department, about 2,500 village libraries. These libraries are housed in offices of the ward headquarters of the ruling Party, Chama cha Mapinduzi (CCM). Books are provided by the department of Adult Education and usually each library receives 2 copies of every new book which the department purchases from the publishers. The rationale behind the organization of these libraries is that since Tanzania Library Services have no resources to set up libraries below the district, and since the mobile book vans and therefore the book box exchange services are almost inoperative, their libraries are the only ones which are now serving rural literates. In addition the Party offers more security than any other alternative body and it is the one place that almost all people regularly visit for various reasons. Books are therefore easily reached by them.

In the past the Director of the Tanzania Library Services, advised against the setting up of these libraries. His opinion was that rather than spend scarce resources establishing them, it would be better to strengthen TLS and its Book Box Exchange Service. Static libraries with only a few books and no librarians can not work and within a short period the books disappear and with no new ones replacing the old ones the likelihood is that the libraries exist only in name. On the other hand, with book boxes bringing in new books, and with exchanges of these boxes between different depots the system could be made to work more efficiently.

The TLS director's argument would only be satisfactory to the Adult Education Department if indeed they had mobile vans to visit the book box depots.
But in the circumstances that prevail, where no books at all reach villages, it is difficult to convince anyone that the adult education solution is not more advantageous. It must be borne in mind too that through the ongoing adult education programmes, the department has more people working at the village level and more closely with the Party than Tanzania Library Service.

4. University and specialised libraries

The University Library which was established in 1961 is the second largest and shares with Tanganyika Library Services the honour of being legal depository for all printed matter in Tanzania. It has a book stock of well over 500,000, over 8,150 serials (1,300 titles on Science and Technology), 400 microfiches and 422 microfilms. It has a sitting capacity of nearly 800. The book stock of the libraries of the Faculties of Agriculture at Morogoro and Medicine at Muhimbili are around 30,000 and each has a sitting capacity of about 150. The library at Muhimbili has more than 200 serials and 500 microfiches mostly donated by international donors.

School libraries are an important part of the library system in Tanzania and some of them can boast of fairly large book stocks. They are also important centres for the inculcation of the value of books and development of the reading habit and it is a pity that the country's economic situation does not favour their development and growth.

Technically, each secondary school should have a library and a good many of them do indeed have them. The quality of the services and the importance attached to libraries, however, differ a great deal depending on Headmasters'/Headmistresses' interest in books and in the school library. There are no funds specifically allocated for libraries and Headmasters/Headmistresses have discretionary powers to use the per capita grant on what they think are the most important and pressing priorities.

In many of these libraries one is apt to find that the only books and periodicals are those that are donated by embassies and other organizations and these are mostly irrelevant and unsuitable to the schools. In fact the uncritical acceptance of book gifts has been identified as a major problem arising from the inability of the schools to select and buy the books that they need.

A number of Teacher Training Colleges have remarkably good libraries as a result of a U.S.A.I.D. Project which was started in 1962. The programme was regrettably phased out in 1966 for lack of government funds but Dar es Salaam Teachers College which had been selected to form the nucleus of a system of libraries meant to support the training of teachers and train librarians, has remained a model college library. It has a book stock of 45,000 titles and has been growing ever since its inception in 1966.

The specialised institutes such as the Institute of Finance Management, Dar es Salaam, the Institute of Development Management, in Morogoro, and others have good libraries. There are also many special libraries run by Ministries, parastatal organizations and professional centres such as the Bureau of Standards, National Scientific Research Council and so on. Tanzania Library Services has published a Directory of Technical Information Resources in Tanzania which is a guide to these libraries.

Other libraries in Tanzania are those owned and run by international bodies stationed in Dar es Salaam notably the British Council Library (book
stock about 18,000), United States Communication Agency, Goethe Institute (3,000) and the French Cultural Centre (3,500). The United Nations Information Centre has a small reference library and so do other international organizations.

5. Children's libraries

Children's libraries form an important section of the Central Library in Dar es Salaam and of the regional libraries. We were unable to obtain the bookstock for the children's section of the Central Library but a whole floor is devoted to it and it is quite impressive. It has a seating capacity for 150 children and it is very popular with children and very well used.

In addition to reading, the children's section holds, on one afternoon in the week, a story-telling session for children of up to 10 years. It also publishes in bound mimeograph form a creative writing journal for children.

The acquisition department of TLS at the Central Library acts on behalf of all regional and district libraries. There is also an inter-library loan system which operates in the country and in which all libraries, public, private schools, University and specialised ones participate.

On regional and international exchanges Tanzania Library Services has always maintained close links with the libraries in Kenya, Uganda, Malawi and Zambia. It also has extensive connections with libraries in the U.K. and the United States of America and in other countries and has regular exchanges of materials with them.

On the whole, the libraries have done a very commendable job but as pointed out earlier there are still many areas which are not served by libraries of any kind at all. It will take many years at the present rate of development for Tanzania Library Services to build regional and district libraries to cover all the country. But the plans are there as well as the will. General economic recovery would provide the resources to advance towards building, stocking and running libraries to the benefit of the people.

6. Tanzania Library Association (TLA)

The Tanzania Library Association was formed in 1972 following the decisions taken by the East African Library Association to dissolve into associations of librarians of each country. It has the following objectives: 1) to unite all persons working in or interested in library work, by convening conferences and meetings for the discussion of matters affecting libraries - their regulations, management or otherwise; 2) to encourage the promotion, establishment and improvement of libraries and library services in the country; 3) to promote and encourage bibliographical study and research; 4) to improve the standard of librarianship and the status of the library profession in the country; 5) to watch any legislation affecting libraries, and to assist in the promotion of such further legislation as may be considered necessary for the regulation and management or extension of library services in the country; 6) to collect, collate and publish (as journals, transactions, bulletins), information of benefit to members of the Association, or for the promotion of the objectives of the Association; 7) to do all such lawful things as are incidental or conducive to the fulfilment of the above objectives.
Membership in the Tanzania Library Association is open to all librarians in their individual capacity but membership is also open to institutions which run libraries or are sufficiently interested in the work of the libraries to seek membership and to contribute to its objectives. TLA has 312 members.
V. READING

(a) Obstacles to reading

Tanzania has made great strides in wiping out illiteracy and is often given as an example of a country where there has indeed been a revolution in adult education. At Independence in 1961, illiteracy was well over 90 per cent. At the time of the first post-Independence population census in 1967 it had dropped to 69 per cent. On New Year's eve in 1970, President Nyerere declared 1970 'Adult Education Year', and in 1971, the ruling party, through its National Executive Committee, targeted at 1975 to be the year when illiteracy would be wiped out.

In the 5 years that followed all efforts were put into ensuring that as many illiterate people as possible were taught reading, writing and doing simple arithmetical problems. The Party, TANU on the mainland and Afro-Shiraz on Zanzibar were key elements in the fullest mobilisation of the people while government mobilised financial and manpower resources needed to carry through the campaign. The three national literacy tests held in 1975, 1977 and 1981 were to show how successful the implementation of the Party directive had been and at the same time to show what remained to be done.

The following summary of the situation regarding literacy is made from the report on 'Results of the 1981 National literacy tests', published by the Ministry of Education in December 1982.

The 1975 literacy test confirmed that illiteracy in terms of reading, writing and performing simple arithmetical problems had gone down from 69 per cent of the population in 1967 to 39 per cent. The 1977 literacy test showed that the percentage of those who could not read, write and perform simple arithmetical problems had gone down to 27 per cent. The 1981 test showed that the number had gone down to 21 per cent.

i. The number of non-literate adults increased from 3,790,860 in 1977 to 3,888,791 in 1981. The cumulative figure in 1977 was 6,099,197, the increase being accounted for, firstly by the much better enumeration made possible because all people were now living in villages and secondly because many children of school-going age were not attending school and had been included in the illiterate population.

ii. 3,524,445 people, of which 1,400,237 were men and 2,724,205 women were expected to sit for the literacy test in 1981. Eight-eight per cent, or 3,107,506 comprising 1,230,832 men and 1,876,674 women actually took the test.

From the results of the two previous tests and in that of 1981, the percentage of illiteracy went down from 27 per cent in 1977 to 21 per cent in 1981 - a much smaller drop than had been expected. There were many reasons accounting for this; the lack of adequate financial resources, lack of books due to the shortage of paper and spare parts for the printing machines, the war against Idi Amin, and the quarantine imposed on many villages as a result of cholera outbreaks during that period. That there are around 11 million literate Tanzanians out of 18,600,000 is already a great achievement. The aim of the literacy campaign is to eventually bring the level of literacy to between 85 per cent and 90 per cent.
An important contribution to the literacy campaign was made by the Unesco sponsored Mwanza Literacy Project. This project was set up after Tanzania was selected by Unesco to be one of 12 countries for its experimental World Functional Literacy Programme. The programme was 'to determine the nature and significance of the links between literacy and development and to make it possible to work out the most efficient and economic approaches, means and methods for successful conduct of the campaign against illiteracy and consequently of development'.

Mwanza, on Lake Victoria, is the centre of four regions which cultivate cotton and other cash crops. It was on this basis that it was chosen to be the centre of the pilot project. But while cotton was the main idea behind the choice of the town, it later produced manuals on fishing, cattle rearing, rice cultivation, better homes, child care and so forth. At the end of the project in 1976, the experiences and lessons of linking literacy campaigns to the adult learner's economic activity and well being were spread to the rest of the country and functional literacy has become a most important pillar of adult education in Tanzania.

Very often it is not realised that for reading to be a regular activity of the majority of the people certain economic conditions must prevail. The majority of the population of Tanzania are peasants and they spend the greater part of the day at work in the fields. When they return, other activities - looking for firewood and preparing food (for women), attending to problems around the house, visiting and socialising - take up the rest. In the evenings it is dark, and the only light in their houses is the flame from the fire-place, or from a wick suspended in small paraffin tin containers. The light from these sources is not sufficient for reading and books have not been published with this reader in mind. The typesizes are small and that makes it even more difficult to read.

A person who is used to working at a desk in good reading light may not realise how important the desk and the light are in motivating him/her to read. In the housing conditions of most people in Tanzania (houses that often also keep animals and which do not have windows), reading is simply not possible. Only 5 per cent of the population of Tanzania has electricity and domestic use is only 22 per cent of the total consumption. In other words only 3.9 per cent of the population uses electricity for lighting and other domestic purposes. The oil crisis has also meant less or no paraffin for use in oil lamps not only in rural areas but also in the urban areas where workers live.

Another obstacle to reading is obviously the inability of the ordinary people to buy books. The minimum wage of T.Shs. 600 ($50) per month for the urban worker cannot permit him any savings with which to buy books. It is hardly enough to provide him or her with subsistence. Yet, in spite of this gloomy situation, workers in the urban areas show great interest in books as well as newspapers. In recent book shows organised by the writer at the Kariakoo Market in Dar es Salaam and in 5 other markets (Tandika, Kinondoni, Ilala, Manzese, Mwananyamala) in the different parts of the city, it was a pleasant experience to see the keen interest people had for books. What was also very rewarding was that people wanted to buy books and did buy them. They complained about the prices of the books, certainly, but they also understood why the prices were up. At Kariakoo books worth $2,500 were sold in two days, in mid-month when there is very little money.
A good general title book can still sell 10,000 copies in one year and TPH has titles which have done even better. The same interest is manifest in the readership of newspapers. In the mornings (and even late in the night under street lights when newspapers are just off the press) it is a common sight to see working ordinary people buy their copies of the newspaper which they read avidly from the first to last page. When the cost of the newspaper at the end of the month is 7.5 per cent of the worker's salary, one realises it can only be from real interest that the workers buy them.

Problems of book distribution are also important here. Even in the urban centres, bookshops are often located on smart streets and rarely in the heart of the working class districts. So, even where the people might want to buy books, especially those that would help them improve themselves, there are no bookshops or book kiosks.

(b) Reading motivations and typology of readers

Tanzania has already achieved a very high level of literacy. As already noted, the results of the 1981 national literacy test show that out of a population of 18,648,000 less 24 per cent for children between 0-7 years, 11.1 million or 79 per cent were literate.

Originally it had been expected that the 1981 national literacy test would register near complete literacy for the country. Reasons for failing to achieve this have been given. The literacy campaign continued and it was anticipated that the results of the 1983 test would bring the level of literacy to more than 90 per cent which would be considered as full literacy.

A reader profile for the years 1971 and 1981 on the basis of educational level can be found in the annexes. These figures represent actual school attendance for the two years and show a big rise (33 per cent) at primary school level, from 922,083 children in 1971 to 3,538,183 in 1981. Growth has not been anywhere near as high for secondary and higher education and there are no signs that it will be considerably higher in the foreseeable future.

(c) Reading habit

Unfortunately, no survey has been made of the pattern of reading among adults in the rural areas. If one has been done this writer did not come across its results.

The last reader survey made by Tanzania Library Service was in 1969. The results of that survey are summarised, in E.E. Kaungamno and C.S. Ilomo's book, Books Build Nations. We have decided not to use the results of that survey because firstly it is very much out of date and secondly because it seems to have been preoccupied with finding out differences in the reading habits of racial categories (African, Asian and European). It must be remembered that until 1971 the library service was run by non-Tanzanians and the staffing of the library was clearly in favour of non-African Tanzanians.

Regular readership surveys are clearly in demand. There has been an increase in readership as a result of the adult education programmes as well as the increase in school's enrolment at all levels. It would be of immense benefit to all those involved in book production and distribution to know the pattern of readership in Tanzania for only in that way could they orient their activities towards satisfying the people's needs.
A great deal can and should be done to motivate readers than is currently being done. The role of the school and the family is of crucial importance. Obviously, families which do not read cannot help or encourage children to read. The present generation of parents, on the other hand, can play an important role as most of them are educated or at least literate. A book exhibition in Dar es Salaam has been a feature of the agricultural and trade show for many years. However, the stand where the books are exhibited has not been imaginatively constructed and competitions from other more eye-catching stands has not made it particularly successful. The soviet book publishing company Mezhdunarodnaya Kniga (Progress Publisher) have been organizing well publicised and well attended book exhibitions. A number of other foreign countries have exhibited books through their missions in Dar es Salaam: China, the United Kingdom, the German Democratic Republic and the United States of America are among those who have exhibited books at one time or another.

Most of the books in the children's library are in the English language which means that only English speaking children can benefit fully from their use. The number of Tanzania children who can read English is very small and it is therefore the children of the English-speaking foreign community, and a few African children whose parents have lived abroad at one time or who attend the one or two English medium schools who use the children's library effectively.

This problem is acute as not only are there more foreign books than local ones but with only one or two exceptions the locally published books are not in colour and are quite dull. This may create an impression in the minds of the children that the best books are published for those who speak English with all the implications that such a belief may have.

In a limited way children's books published in the Soviet Union and China have been the only ones to bridge the gap as they are in Swahili and are very beautifully produced. The fact that they are based on life experiences in these countries means that they are sometimes not suited to the children in Tanzania. It is a pity that there are such few books written for children and technical facilities for colour printing are so unsatisfactory!

The main thrust of educational and cultural policies in Tanzania has been to give the greatest number of people a minimum level of reading. In the rural areas adult learners have not only been taught to read and write. They have also been taught to do simple arithmetic and through the primers used in their literacy classes they have also been taught how to improve their farming, health and to avoid sickness. An important question is how to produce books which will keep their interest long after they have passed their literacy tests. The Party, the 52 folk development colleges, the libraries and the publishing houses will have to work closely together in order to ensure that the books they publish appeal to the people.
(f) **Reading of other categories**

There is need to produce more books for handicapped people and especially for the blind than there are today. The Tanzania Society for the Blind and the National Society for the Handicapped are keenly aware of this problem and have plans for increasing books for the handicapped.

There is a braille printing press in Dar es Salaam which prints books for blind children. Attempts to have this under the library service so that literature for the blind can be integrated into the general library activities have not been successful and it is not certain that that would in any case be the best place to have it. One of TPH's popular titles *How Europe Underdeveloped Africa*, has been published in braille.
VI. PROFESSIONAL TRAINING

(a) Training systems

This is one area in the book professions in Tanzania where there are still great shortcomings. In modern industry, it is understood that the most up-to-date training must be maintained if one is to remain abreast of new and changing technologies. Unfortunately, there are few opportunities for high level man-power training locally and overseas training is expensive, and demands foreign exchange which is not available. In the parastatal sector, there are more opportunities for overseas training than in the private sector, but because of the better incentives that private companies offer, many trained professionals usually join private companies after a while. The poaching of professionals between institutions even within the same sector is prevalent in spite of the practice of bonding and in spite of the fact that it is discouraged by the Presidential Special Committee on Parastatal Organizations. The prevailing training situation in printing, publishing, authorship, translation, library and bookselling is summarised below:

1. Printing

In-plant training and experience gained on the job is the most common training given to printers but as Printpak management stated in their 1983/1984 Plan, this form of training '... was informally designed and usually lacked proper monitoring tools like syllabus, examinations and certification'.

In printing companies training is usually considered mainly for the technical staff, shop floor attendants and so on. But other staff especially in administration and management are equally important and it would be better still if these cadres were trained specifically for the printing industries' requirements.

At National Printing Company which has a staff of 740, it is estimated that about 38 per cent of the staff in all departments are highly trained professionals, 30 per cent are locally trained and the remaining are semi-skilled or unskilled. At Printpak, the number of professionals in all departments is about 5.5 per cent of the total staff of 433. The middle cadres - trained locally and overseas for short periods - account for 25 per cent while the semi-skilled and unskilled labour account for the rest. It is certain that in the private printing companies the number of professionals is much less since for the most part, their printing, which is mostly of stationery and labels, does not demand the same qualifications as book printing.

Ndanda Mission Press, an example of a small but well run press which prints small books and pamphlets had, in 1981, 6 full time and 2 part time machine operators, 2 full time and 2 part time typesetters, 3 part time proof readers and 8 full time and 2 part time binders.

At present local training is done at the National Vocational Training Centre, Tanga for the first 2 years. An apprenticeship period of another 2 years follows at one of the printing companies. During these two years, the apprentice who invariably will be in Dar es Salaam is expected to also attend evening courses at another vocational centre at Chang’ombe. At the end of the period and successful results of an examination he/she will be awarded Trade Test Certificate Grade III. Further studies will lead to Grade II and Grade I.
2. Publishing

There are no formal training opportunities for publishers in Tanzania. Training for editors and book designers is done on the job and rarely are opportunities for overseas training offered to individual aspirants for any job in publishing before he/she joins a publishing firm.

A number of short, intensive courses were in the past organized by Tanzania Publishing House with the support of the British Council and were attended by trainees from publishing and printing companies, the Institute of Adult Education, the Institute of Education and other interested institutions. A number of seminars and workshops are organized by these institutions at different times and at which editors and book designers give lectures.

Formal training overseas has been mainly in the United Kingdom (at the Oxford Polytechnic and Stirling, Scotland), and at the Publishers' Association intensive one week courses at Leicester (Editing) and Oxford (Finance and Management). Attachment of staff to publishing firms in developed countries has been one way of training editors and production staff and the U.K., Sweden and Canada have offered opportunities for this type of training.

3. Authorship

Training of authors is essentially possible only for those who write educational textbooks. It is not possible to train an author to write fiction or poetry although all authors in our opinion benefit from knowledge of what goes into editing, proof reading symbols, the publishers' house style and so on. For textbook writers, training in basic book design and editing with the cost factor in mind would be most beneficial. Quite often lack of this basic knowledge has led to delays and oddly designed books which cost more than would have otherwise done. There are no facilities in the country for author training except workshops and seminars such as have been mentioned above for the training of publishers.

4. Translators

There are no local training opportunities for translators. Those who have translated works from English into Swahili and vice versa have done it on the strength of their confidence in their capability. Very few have actually had formal training as translators. A number of translators working from French into Swahili or English had their training in France, mainly as experts in the French language and on the strength of which they are recognized as translators. There are a few who are being trained at international schools for translators in various countries overseas. There are also a number of translators from and into Arabic, German, Russian and even Chinese. These are ex-students who studied in these countries.

5. Librarians

Training of librarians has been more organized and consistent than the other book related professions. On employment into the Tanzania Library Service the prospective librarian who must have passed the O-level examinations, is started on an in-service training at the National Library Centre
which lasts 7 months. On completion of this course the trainee sits for an examination and if successful at the end of one year's service, he/she may be selected for the National Library Assistant's Certificate Course. If the trainee is holder of the Form VI certificate he/she may then go on for a two-year diploma course at Makerere or a degree course overseas. After a period of work at the library - normally one year, the librarian, now in possession of a diploma or first degree may go on to a post-graduate diploma.

A word about the Makerere University diploma course on librarianship. It was established in 1963 by the then Senate of the University of East Africa which comprised the three colleges at Makerere, Nairobi and Dar es Salaam. A Council for Library training in East Africa was also set up. When in 1968 the University of East Africa broke up into the Universities of the three countries it was agreed that the School of Librarianship would continue to exist as a joint institution. This East African School of Librarianship has gone through very difficult periods and has not had the success or impact that it could have had. Still it was the first and important institution for the training of East African Librarians.

There is no specialised school for training librarians in Tanzania despite the clear demand that exists for it. Tanzania Library Service runs the National Library Assistants' Certificate Course at its Central Library in Dar es Salaam. The Eastern and Southern Africa Management Institute in Arusha also offer courses on librarianship but they do not lead to a certificate. They are given mainly to prepare their graduates to know how to set up and run modest libraries.

The TLS course lasts for 18 months and entrants to the course are practising librarians who are sponsored by parastatal corporations, ministries, private companies and TLS itself, and to whose service they will return after completion. The course takes up to 40 students each time. For the first 9 months students are taught the theory of librarianship. The following 6 months are spent on practical work at libraries other than those from where they work and the final 3 months are spent on internship at the trainees' work places. The certificate is awarded on successful completion of the 18 months.

There is still a recognised need to establish, in Tanzania, a proper institution for training librarians. The Dar es Salaam University had, until 1981, under the Degree Course in education, an option for librarianship but this is no longer offered and as stated before high level training is still done in the United Kingdom. This is due in great part because of availability of scholarships but also because the East African School of Librarianship at Makerere has not yet been strengthened to become an alternative to overseas training.

The only professional journal produced by librarians is Someni (Read) published by the Tanzania Library Association.

6. Booksellers

There are no training facilities for the training of booksellers. The salesmen and women one finds in the bookshops could just as easily have been selling other commodities. The need for booksellers as distinct from bookshop managers has not been recognized and the nature of the book trade itself does not really give the bookseller any challenge. Normally either the books are brought by the Education Officers or they are brought on the strength of the
persuasiveness of the publisher to Tanzania Elimu Supplies. This situation does not encourage the training of booksellers.

(b) Regional Co-operation in Training

Generally, the number of trained personnel in the book industry is very small and there is an urgent need to establish institutions either locally or at a regional level to carry out the training required. In view of the high costs involved in setting up special training institutions for the professions, the relatively small number (for entire schools) of the annual intakes of each country and the costs of sending people to study overseas, it would seem to us to be more logical and economic for the countries in East and Central Africa to set up regional centres to offer specialised training in these fields. One of the objectives of the recently created Publishers Association of the 'frontline' states is to organize joint training programmes. It would be possible and indeed feasible to run courses for a year or even longer for publishers (editing, production, marketing and selling), as it would also be to establish a training school for translators at one of the language institutes.

The advantages would not only be the savings which could be made by bringing in overseas professional training staff to train a big number of students instead of sending them all overseas. Standardization of practices in the region as well as bringing together professions in these fields would go a long way towards bringing about co-operation in other areas - co-publications, jointly organized bookfairs, regional awards, export marketing, etc.

(c) Personnel needed

It was not possible, except in the case of libraries, to obtain the actual number of professionals employed. Tanzania libraries have 112 professional librarians and 300 library assistants.

As already indicated, the number of active ones is very much smaller than that indicated in the directory of publishers and printers. The number of professional printers for the two largest printing companies based on information obtained from the General Managers of Printpak and National Printing Company is 57 out of a total of 1,173 staff. If the middle cadres are taken as professionals, the number would be 387. A fair estimate of the total number of professionals in all the printing companies would be no more than 450.

The number of professionals in the publishing companies is even more difficult to arrive at. Apart from the three parastatal publishing companies, Tanzania Publishing House, Dar es Salaam University Press, Eastern Africa Publications Limited, which together have about 40 professional editors, and production staff, it would be fair to estimate the number of professionals in the ministries, parastatal organizations and private publishing firms at no more than 50.

As for bookshops, it is fair to assume that only the most important ones have professionally trained booksellers. The number would not exceed 25 for all the bookshops.

It is easy to see from this picture that there is a great need for professional training in the book industry. At present the most pressing needs are in the printing sector, more maintenance engineers and mechanics, qualified machine operators and staff in the originating departments. Doubling the number of those present would go some way in improving services and speed.
In the publishing sector, the greatest need is for editors who are talented and well trained. The number need not be increased initially - selection and training of those who are capable would achieve the desired results. There is need for specialised editors for science, geography, children's books and for fiction and other general fields. Subject to creating good conditions for work and rewards as we shall see below, a medium publishing house can do very well with a maximum of five editors, and two production staff.

As for booksellers, the number of professionals ought to be developed to man the bookshops so that there is a minimum of one professional bookseller for each bookshop. If each region and district had one bookshop it would already mean a total of over 100 professional booksellers.

(d) Problems of employment

The most important reason for the slow development of professionals in all sectors is of course lack of training institutions in Tanzania. But there is no doubt too that salaries and working conditions have discouraged many who might have wanted to join these professions. Salaries in Tanzania as well as benefits and working conditions are uniformly set by the Special Committee on Parastatal Organizations. The salaries do not, except in a few cases, take into account the market value of professionals, their long training or their contribution to the turnover of companies where they are employed or the changes in the cost of living.

No problem is experienced by a qualified person wishing to be employed in any of the book industries. Employment opportunities are without limit. Problems experienced by employers stem from discontent of the professional cadres who feel they are not rewarded adequately. The result is usually diminishing productivity, change of jobs and eventually leaving the public sector to join the private one. Unfortunately, the private sector is not developed enough so that it can provide alternative service to those available in the public sector. As a result highly qualified printers are sometimes found in little presses where their knowledge and experience are wasted but where the income is better.

Other problems are connected with scarcity of materials which would enable the printing and publishing companies to bring out the best results in book production. Most professionals are frustrated by this and a few have left the field entirely.
VII. LEGAL AND INSTITUTIONAL FRAMEWORK

(a) National level

Tanzania's copyright law is derived from the Constitution which recognizes and protects the right of every citizen to enjoy in peace and security, property legally gained and from international practice with regard to application of copyright at national level. 'The Copyright Act, 1966, which disapplied the Copyright Act 1911 of the United Kingdom hereto in force in Tanganyika and to make provision for Copyright in Literary, Musical and Artistic Works, Cinematography Films, Sound Recordings and Broadcasts, is the relevant legislation operative in Tanzania'.

Works protected by the Act include:

- novels, stories and poetic works
- plays, stage directions, film scenarios and broadcasting scripts
- textbooks, treatises, histories, biographies, essays and articles
- encyclopaedias and dictionaries
- letters, reports and memoranda
- lectures, addresses and sermons.

The term of copyright in a literary work in Tanzania according to the Act, is 25 years after the end of the year in which the author dies. This is for works created by citizens and residents of Tanzania. For works by non-Tanzanians but which are published first in Tanzania, the term of copyright is 25 years from the first day of publication of the work. Other salient provisions of the Act are:

- that copyright is on published works and a work is 'taken to have been published only where copies have been issued in sufficient quantities to satisfy the reasonable requirements of the public.'

- 'A literary ... work shall not be eligible for copyright unless (a) sufficient effort has been expended in making the work to give it an original character.'

- 'A work shall not be ineligible for Copyright by reason only that the making of the work, or the doing of any act in relation to the work, involved an infringement of copyright in some other work'.

- 'Copyright in a literary ... work ... shall be the exclusive right to control ... namely the reproduction in any material form ... recognizably derived from the original.

Provided that copyright in any such work shall not include the right to control; (vii) any use made of a work enumerated in section 3(1) of this Act in any school registered in accordance with the provisions of the education ordinance or any University for the educational purposes of that school or University.'

Copyright law is only one of the many requirements of a healthy book industry. General illiteracy, censorship, absence of libraries and enterprises for book production and dissemination are other obstacles. A number of practices based on some form of legislation have evolved in Tanzania over a number of
years. These relate to the establishment and operation of publishing, printing houses and book distribution. The creation of Tanzania Karataa Associated Industries to group together the institutions we have already seen has been instrumental in improving co-ordination between them and securing other benefits which ultimately serve the cause of books and reading.

Happily there is no censorship in Tanzania. This has created a good atmosphere for creation of literary works. Publishers are required by law to deposit two clean copies of every book they publish at the Central Library within a short period after publication and this is not only in the interest of keeping public records but it is also a form of making the book known.

Indirectly adult education programmes also promote awareness of the usefulness and importance of books among the largest section of the Tanzania population. The Tanzania Library Services and other libraries also play their part in developing general interest in books. In addition, all activities which favour promoting books are welcomed in Tanzania and the Party and government take interest in such activities. The Party could, however, do a lot more by initiating these activities.

It has generally become accepted that national book development councils which have been promoted by Unesco and which have been set up in many countries, are important institutions in the development of strategies and solving problems in favour of book production and dissemination.

Unfortunately, in spite of the interest which has been shown by many people in the book professions, in Tanzania, a book development council is still to be formed.

Many meetings involving Tanzania Library Services, Ministry of National Education, Tanzania Publishing House, Dar es Salaam University Press and others, were held on many occasions in the past. The model constitution and set up of a national book development council which Unesco sent to Member States were studied and on the whole accepted as a basis for forming the council in Tanzania. The idea remained in limbo for several years until it surfaced again when a meeting was called by the Ministry of Information and Culture on 4 November 1981. At this meeting previous work on establishing the council was examined and a committee was set up to draft a constitution and legislation to be tabled in parliament by the Minister who will be responsible for the council. Another meeting was held on 11 November 1981 and at that meeting Mr E. Kaungamno, Director of the Tanzania Library Services who has been intimately involved in all the previous work on the matter, attended and presented a paper in which he pointed out all the basic requirements for setting up a book development council. The council still remains far from being realised.

The problem with present efforts towards establishing a book development council is that it is being conceived as another parastatal organization with many departments and a big staff. It is not seen as playing an advisory role on the basis of the knowledge and experience of a small but dedicated group of individuals who have an intimate knowledge of the business and situation of books in Tanzania. Another difficulty is that there is a plethora of institutions in Tanzania and a suspicion by government that another one is 'one too many', particularly when it cannot be easily shown that the new institution will be self-financing. Concommitant to this is the fear by the private sector publishers that the 'regulatory' role of the book development council might lead to excessive control. Others view a book development council as being also potentially a censorship board.
Finally, the most important obstacle to the formation of a book development council is the fact that there exist in the country only a few small publishing houses in rather precarious financial situations and invariably they find survival, rather than development, the major preoccupation.

The establishment, under the Ministry of Industries, of Tanzania Karatasi (Paper) Associated Industries, grouping the main printers and publishers and in some ways mandated to do what a book development council would be doing, has raised fresh questions as to whether a book development council is necessary. Luckily, the management of TKAI and especially the publishers do realize that its scope goes beyond the commercial interests of the group involving as it does, private companies as well as writers, librarians, booksellers, artists, etc. and support the early establishment of one.

There are no institutions known working in the field of research on books and reading on a permanent basis. There are institutions such as the National Swahili Council, the Institute of Swahili Research, the Tanzania Bureau of Standards, the Tanzania Library Services and publishing houses which are interested in this area. In our view, only Tanzania Library Services and the Department of Statistics are the ones most qualified to carry out this research.

(b) International level

Tanzania is not a party to any of the international copyright agreements. Disapplying the United Kingdom Copyright Act of 1911, Tanzania Parliament enacted its own copyright law which has been examined in the first part of this section. There are no provisions in the Tanzania Copyright Law for reciprocity along the lines of the Berne Conventions or UCC and books published outside Tanzania are not protected in Tanzania.

There have been many discussions on Tanzania's position on copyright and many people have urged Tanzania to opt for one of these international conventions. It does not appear though that Tanzania is likely to take this step in the near future especially as in practice Tanzania acts as if it were a member of these agreements and does not violate copyright of works published locally or outside.

As Tanzania does not levy any duties on the importation of books, its practice is in line with the provisions of the 'Florence Agreement' and its Protocol with respect to books. In spite of the very difficult foreign exchange situation it has been in for a long time, it has still managed to permit some importation of books consigned to libraries.

Books like all other items of trade are and cannot be imported from or exported to South Africa in line with Tanzania's policy of isolating South Africa because of its policies of apartheid and racism.
ANNEX

STATISTICAL TABLES
1. Population, titles and copies published

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Total number of Titles</th>
<th>Copies</th>
<th>Per million inhabitants Titles</th>
<th>Copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>15,628,622</td>
<td>147</td>
<td>7,127,528</td>
<td>9.42</td>
<td>456,056</td>
</tr>
<tr>
<td>1976</td>
<td>16,128,737</td>
<td>143</td>
<td>8,574,901</td>
<td>8.88</td>
<td>531,654</td>
</tr>
<tr>
<td>1977</td>
<td>16,644,856</td>
<td>159</td>
<td>10,834,892</td>
<td>9.57</td>
<td>650,945</td>
</tr>
<tr>
<td>1978</td>
<td>17,512,610</td>
<td>164</td>
<td>7,271,049</td>
<td>9.37</td>
<td>413,189</td>
</tr>
<tr>
<td>1979</td>
<td>18,073,013</td>
<td>190</td>
<td>6,119,722</td>
<td>10.55</td>
<td>338,611</td>
</tr>
<tr>
<td>1980</td>
<td>18,651,349</td>
<td>142</td>
<td>5,664,427</td>
<td>7.63</td>
<td>303,701</td>
</tr>
</tbody>
</table>

**Source:** Returns form Questionnaire sent to Central Tanganyika Press, Scripture Union, Ndanda Mission Press, Vuga Press, National Printing Company and Printpak.

List of all books printed by Printpak and National Printing Company 1975-1980. The number of copies is slightly larger than given because a few publishers did not fill the forms which were sent to them and to printers.
2. Publishing Houses: number, major, other, geographic distribution & specializations

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Number by importance</th>
<th>Geographical dist.</th>
<th>Specialization</th>
<th>Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Major</td>
<td>Other</td>
<td>Urban</td>
<td>Other</td>
</tr>
<tr>
<td>1973</td>
<td>63</td>
<td>10</td>
<td>53</td>
<td>54</td>
<td>9</td>
</tr>
<tr>
<td>1974</td>
<td>57</td>
<td>13</td>
<td>44</td>
<td>49</td>
<td>8</td>
</tr>
<tr>
<td>1975</td>
<td>54</td>
<td>10</td>
<td>44</td>
<td>45</td>
<td>9</td>
</tr>
<tr>
<td>1976</td>
<td>58</td>
<td>10</td>
<td>48</td>
<td>48</td>
<td>10</td>
</tr>
<tr>
<td>1977</td>
<td>67</td>
<td>7</td>
<td>60</td>
<td>57</td>
<td>10</td>
</tr>
<tr>
<td>1978</td>
<td>42</td>
<td>9</td>
<td>33</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>1979</td>
<td>57</td>
<td>11</td>
<td>46</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>1980</td>
<td>44</td>
<td>6</td>
<td>38</td>
<td>37</td>
<td>7</td>
</tr>
</tbody>
</table>

Source: N.L.S. Legal Depository

N.B. 1. Major publishers are taken as those having published 5 or more titles during a calendar year.

ii. Distinction in specialization was made between religious and non-religious publishers rather than between educational and non-educational. The only totally educational publisher is the Ministry of Education through its Unicef/Unesco Tanzania Project.

iii. Almost without exception the rural publishers are religious.

iv. The private sector includes religious publishing houses. The private sector is probably larger by a few more publishing houses than the figures would indicate since some small private publishers do not lodge their publications with the legal Depository at TLS.
3. Textbooks published: number of titles and copies.

<table>
<thead>
<tr>
<th>Year</th>
<th>Books</th>
<th>Pamphlets</th>
<th>Total</th>
<th>Books</th>
<th>Pamphlets</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>14</td>
<td>15</td>
<td>29</td>
<td>229,930</td>
<td>260,000</td>
<td>489,930</td>
</tr>
<tr>
<td>1975</td>
<td>32</td>
<td>10</td>
<td>42</td>
<td>6,311,968</td>
<td>135,000</td>
<td>6,446,968</td>
</tr>
<tr>
<td>1976</td>
<td>49</td>
<td>6</td>
<td>51</td>
<td>4,539,179</td>
<td>100,000</td>
<td>4,639,179</td>
</tr>
<tr>
<td>1977</td>
<td>49</td>
<td>49</td>
<td>98</td>
<td>1,421,935</td>
<td>-</td>
<td>1,421,935</td>
</tr>
<tr>
<td>1978</td>
<td>56</td>
<td>-</td>
<td>56</td>
<td>5,002,859</td>
<td>-</td>
<td>5,002,859</td>
</tr>
<tr>
<td>1979</td>
<td>58</td>
<td>-</td>
<td>58</td>
<td>4,157,000</td>
<td>-</td>
<td>4,157,000</td>
</tr>
<tr>
<td>1980</td>
<td>53</td>
<td>-</td>
<td>53</td>
<td>2,154,000</td>
<td>-</td>
<td>2,154,000</td>
</tr>
<tr>
<td>1981</td>
<td>69</td>
<td>-</td>
<td>69</td>
<td>10,145,000</td>
<td>-</td>
<td>10,145,000</td>
</tr>
<tr>
<td>1982</td>
<td>16</td>
<td>-</td>
<td>16</td>
<td>1,750,000</td>
<td>-</td>
<td>1,750,000</td>
</tr>
</tbody>
</table>


N.B. The figures for pamphlets are likely to be lower and books to be higher as the list of NPC did not show clearly which were pamphlets and which were books. From 1980 - 1982 the figures are all Printpak's but NPC did not do textbooks in that period.
4. Children's books published: number of titles and copies.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of titles</th>
<th>Number of copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>2</td>
<td>10,550</td>
</tr>
<tr>
<td>1971</td>
<td>2</td>
<td>10,000</td>
</tr>
<tr>
<td>1972</td>
<td>4</td>
<td>33,000</td>
</tr>
<tr>
<td>1973</td>
<td>2</td>
<td>6,000</td>
</tr>
<tr>
<td>1974</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1975</td>
<td>3</td>
<td>40,350</td>
</tr>
<tr>
<td>1976</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1977</td>
<td>1</td>
<td>10,000</td>
</tr>
<tr>
<td>1978</td>
<td>2</td>
<td>10,000</td>
</tr>
<tr>
<td>1979</td>
<td>1</td>
<td>5,000</td>
</tr>
<tr>
<td>1980</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1981</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1982</td>
<td>1</td>
<td>10,000</td>
</tr>
<tr>
<td>1983</td>
<td>3</td>
<td>30,000</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>164,900</td>
</tr>
</tbody>
</table>

Source: Tanzania Publishing House

N.B. We were unable to obtain data on this item as no categorisation was made by the Legal Depository of children's books received. A fair guess is that TPH production is about one third of the country's total production
5. Books published: number of titles according to Dewey Decimal Classification

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL</th>
<th>Generalia</th>
<th>Philosophy</th>
<th>Religion</th>
<th>Social Sciences</th>
<th>Language</th>
<th>Pure Science</th>
<th>Applied Science</th>
<th>Arts</th>
<th>Literature</th>
<th>History &amp; Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973</td>
<td>239</td>
<td>10</td>
<td>-</td>
<td>56</td>
<td>106</td>
<td>5</td>
<td>4</td>
<td>24</td>
<td>1</td>
<td>24</td>
<td>9</td>
</tr>
<tr>
<td>1974</td>
<td>243</td>
<td>4</td>
<td>1</td>
<td>35</td>
<td>103</td>
<td>7</td>
<td>10</td>
<td>30</td>
<td>10</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>1975</td>
<td>255</td>
<td>8</td>
<td>-</td>
<td>36</td>
<td>89</td>
<td>8</td>
<td>3</td>
<td>27</td>
<td>13</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>1976</td>
<td>239</td>
<td>13</td>
<td>1</td>
<td>43</td>
<td>91</td>
<td>-</td>
<td>4</td>
<td>31</td>
<td>1</td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>1977</td>
<td>232</td>
<td>-</td>
<td>13</td>
<td>34</td>
<td>86</td>
<td>-</td>
<td>2</td>
<td>30</td>
<td>4</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>1978</td>
<td>173</td>
<td>6</td>
<td>-</td>
<td>22</td>
<td>65</td>
<td>-</td>
<td>6</td>
<td>20</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>1979</td>
<td>198</td>
<td>6</td>
<td>1</td>
<td>40</td>
<td>54</td>
<td>-</td>
<td>9</td>
<td>17</td>
<td>2</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>1980</td>
<td>175</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>80</td>
<td>-</td>
<td>6</td>
<td>23</td>
<td>2</td>
<td>36</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: Tanzania Library Services. Compilation with Legal Depository
6. Books published: number of titles, according to language of publication

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>National language(s)</th>
<th>Foreign Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Swahili</td>
<td>others</td>
</tr>
<tr>
<td>1973</td>
<td>231</td>
<td>118</td>
<td>13</td>
</tr>
<tr>
<td>1974</td>
<td>208</td>
<td>97</td>
<td>9</td>
</tr>
<tr>
<td>1975</td>
<td>194</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>1976</td>
<td>208</td>
<td>102</td>
<td>4</td>
</tr>
<tr>
<td>1977</td>
<td>188</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>1978</td>
<td>135</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>1979</td>
<td>153</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td>164</td>
<td>54</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Tanzania Library Services: Legal Depository
7. Book imports by country (Major): value in US dollars

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTALS</th>
<th>INDIA</th>
<th>SINGAPORE</th>
<th>NETHERLANDS</th>
<th>SWEDEN</th>
<th>FED. REP. GERMANY</th>
<th>HONG KONG</th>
<th>USA</th>
<th>UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>711,987.8</td>
<td>16,665.9</td>
<td>57,487.3</td>
<td>1,710.4</td>
<td>14,001.3</td>
<td>19,346.3</td>
<td>4,773.0</td>
<td>17,683.6</td>
<td>535,784.8</td>
</tr>
<tr>
<td>1972</td>
<td>662,356.0</td>
<td>15,831.8</td>
<td>65,826.3</td>
<td>39,713.1</td>
<td>165,605.0</td>
<td>2,483.0</td>
<td>7,715.6</td>
<td>19,772.6</td>
<td>492,414.4</td>
</tr>
<tr>
<td>1973</td>
<td>1,128,703.3</td>
<td>23,888.1</td>
<td>69,446.8</td>
<td>11,733.4</td>
<td>261,418.6</td>
<td>20,047.9</td>
<td>8,595.6</td>
<td>50,312.8</td>
<td>624,465.6</td>
</tr>
<tr>
<td>1974</td>
<td>1,547,053.1</td>
<td>23,185.1</td>
<td>137,865.4</td>
<td>69,013.6</td>
<td>254,335.3</td>
<td>60,037.1</td>
<td>200,310.9</td>
<td>34,801.9</td>
<td>70,113.3</td>
</tr>
<tr>
<td>1975</td>
<td>1,416,603.7</td>
<td>51,776.6</td>
<td>62,070.8</td>
<td>10,486.8</td>
<td>135,920.5</td>
<td>4,222.6</td>
<td>44,943.5</td>
<td>54,599.8</td>
<td>795,442.8</td>
</tr>
<tr>
<td>1976</td>
<td>962,163.5</td>
<td>67,422.3</td>
<td>64,430.8</td>
<td>12,809.5</td>
<td>62,640.1</td>
<td>73,847.4</td>
<td>6,092.3</td>
<td>58,415.9</td>
<td>464,921.9</td>
</tr>
<tr>
<td>1977</td>
<td>2,227,396.8</td>
<td>76,141.0</td>
<td>45,527.0</td>
<td>35,720.6</td>
<td>130,031.0</td>
<td>19,667.5</td>
<td>10,389.8</td>
<td>87,833.3</td>
<td>1,062,452.7</td>
</tr>
<tr>
<td>1978</td>
<td>3,281,402.2</td>
<td>121,861.0</td>
<td>123,573.0</td>
<td>122,768.1</td>
<td>49,007.3</td>
<td>232,138.9</td>
<td>45,876.3</td>
<td>125,363.4</td>
<td>2,029,599.7</td>
</tr>
<tr>
<td>1979</td>
<td>2,287,870.1</td>
<td>17,111.3</td>
<td>226,654.6</td>
<td>3,255.1</td>
<td>179,666.1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1980</td>
<td>1,996,934.3</td>
<td>52,160.1</td>
<td>113,963.8</td>
<td>165,123.8</td>
<td>16,983.5</td>
<td>51,349.0</td>
<td>51,349.6</td>
<td>15,323.6</td>
<td>1,346,940.0</td>
</tr>
</tbody>
</table>

Source: Tanzania Customs and Excise: Annual Trade Reports, 1971 - 1980
<table>
<thead>
<tr>
<th>BELGIUM</th>
<th>USSR</th>
<th>ITALY</th>
<th>KENYA</th>
<th>JAPAN</th>
<th>ROMANIA</th>
<th>NORWAY</th>
<th>MALAYSIA</th>
<th>DENMARK</th>
<th>GREECE</th>
<th>PAKISTAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>875.0</td>
<td>-</td>
<td>2,206.8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17.9</td>
<td>-</td>
<td>2,702.0</td>
<td>-</td>
<td>3,316.3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6,613.1</td>
<td>-</td>
<td>3,439.4</td>
<td>-</td>
<td>19,514.9</td>
<td>-</td>
<td>2,447.0</td>
<td>1,121.8</td>
<td>1,666.5</td>
<td>-</td>
<td>55,224.9</td>
</tr>
<tr>
<td>18,004.3</td>
<td>-</td>
<td>26,561.5</td>
<td>-</td>
<td>5,747.4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>132,357.6</td>
<td>-</td>
<td>1,773.3</td>
<td>-</td>
<td>10,627.8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>24,787.5</td>
<td>65.4</td>
<td>5,404.8</td>
<td>-</td>
<td>25,190.0</td>
<td>-</td>
<td>126.9</td>
<td>235.8</td>
<td>1,100.3</td>
<td>-</td>
<td>12,733.9</td>
</tr>
<tr>
<td>14,425.5</td>
<td>-</td>
<td>5,404.9</td>
<td>584,414.8</td>
<td>18,435.5</td>
<td>40,157.8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2,269.9</td>
<td>880.3</td>
<td>4,969.3</td>
<td>268,934.5</td>
<td>15,747.4</td>
<td>-</td>
<td>33,146.4</td>
<td>30,856.7</td>
<td>8,426.3</td>
<td>87.3</td>
<td>8,226.1</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>100,108.9</td>
<td>23,370.1</td>
<td>26,702.6</td>
<td>58,903.0</td>
<td>75,811.8</td>
<td>-</td>
<td>6,073.8</td>
<td>4,564.5</td>
<td>68,499.4</td>
<td>132,920.0</td>
<td>63,991.1</td>
</tr>
</tbody>
</table>

Source: Tanzania Customs and Excise: Annual Trade Reports, 1971-1980
8. Book exports by country: value in US dollars

<table>
<thead>
<tr>
<th></th>
<th>Kenya</th>
<th>Canada</th>
<th>Nigeria</th>
<th>Sweden</th>
<th>UK</th>
<th>Zaire</th>
<th>Zambia</th>
<th>Other African C'wealth countries</th>
<th>Other European countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td></td>
<td></td>
<td></td>
<td>150.00</td>
<td>408.75</td>
<td>829.5</td>
<td>685.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1976</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1977</td>
<td>7767.45</td>
<td>172.5</td>
<td></td>
<td>591.45</td>
<td>1390.65</td>
<td>180.75</td>
<td></td>
<td></td>
<td>46.95</td>
</tr>
<tr>
<td>1978</td>
<td>2989.05</td>
<td>17445.0</td>
<td></td>
<td>3807.45</td>
<td>2785.2</td>
<td></td>
<td>2389.05</td>
<td></td>
<td>278.1</td>
</tr>
<tr>
<td>1979</td>
<td>7966.5</td>
<td>6082.5</td>
<td>124.95</td>
<td>3663.0</td>
<td>277.5</td>
<td>7035</td>
<td></td>
<td></td>
<td>12.46</td>
</tr>
<tr>
<td>1980</td>
<td>57835.9</td>
<td>108.6</td>
<td>70.2</td>
<td>12.75</td>
<td>3194.55</td>
<td>7503.15</td>
<td>5055</td>
<td>18</td>
<td>81.5</td>
</tr>
</tbody>
</table>

**Source:** Department of Customs and Excise. Annual Trade Reports 1973 - 1980

**N.B.** These figures are lower than actual. Many books were exported without Customs Declarations being made. Exports to Zaire are re-exports as Zaire uses the Port of Dar es Salaam for part of its imports.

<table>
<thead>
<tr>
<th>Year</th>
<th>Africa</th>
<th>Asia (1)</th>
<th>Arab Countries</th>
<th>Europe (2)</th>
<th>North America</th>
<th>Latin America</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>773,386.7</td>
<td>58,987.7</td>
<td>1,409.1</td>
<td>397,767.6</td>
<td>14,891.8</td>
<td>41.7</td>
</tr>
<tr>
<td>1972</td>
<td>1,369.4</td>
<td>72,042.8</td>
<td>227.7</td>
<td>350,138.8</td>
<td>15,432.0</td>
<td>-</td>
</tr>
<tr>
<td>1973</td>
<td>228.8</td>
<td>85,863.6</td>
<td>815.4</td>
<td>628,124.8</td>
<td>37,304.3</td>
<td>-</td>
</tr>
<tr>
<td>1974</td>
<td>1,641.4</td>
<td>255,983.1</td>
<td>202.1</td>
<td>747,221.4</td>
<td>26,321.3</td>
<td>-</td>
</tr>
<tr>
<td>1975</td>
<td>308.5</td>
<td>123,303.1</td>
<td>1,447.3</td>
<td>779,959.4</td>
<td>38,470.7</td>
<td>-</td>
</tr>
<tr>
<td>1976</td>
<td>1,150.9</td>
<td>117,488.6</td>
<td>697.3</td>
<td>473,850.3</td>
<td>48,233.8</td>
<td>-</td>
</tr>
<tr>
<td>1977</td>
<td>392,124.9*</td>
<td>108,108.4</td>
<td>707.0</td>
<td>975,452.3</td>
<td>62,555.3</td>
<td>-</td>
</tr>
<tr>
<td>1978</td>
<td>188,702.0</td>
<td>239,041.0</td>
<td>4,894.8</td>
<td>1,663,110.6</td>
<td>86,052.7</td>
<td>-</td>
</tr>
<tr>
<td>1979</td>
<td>11,007.0</td>
<td>151,103.1</td>
<td>2,170.1</td>
<td>1,197,610.7</td>
<td>162,955.2</td>
<td>-</td>
</tr>
<tr>
<td>1980</td>
<td>60,829.1</td>
<td>207,883.8</td>
<td>3,520.8</td>
<td>1,283,130.0</td>
<td>63,027.1</td>
<td>337.0</td>
</tr>
</tbody>
</table>

(1) Including China, (2) Including USSR * Imports from Kenya account for most of this figure.

Source: Department of Customs and Excise; Annual Trade Reports 1971-1980
10. Book exports by region: value in US dollars

<table>
<thead>
<tr>
<th>Year</th>
<th>Africa</th>
<th>Asia ¹</th>
<th>Arab countries</th>
<th>Europe ²</th>
<th>North America</th>
<th>Latin America</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>1238</td>
<td>-</td>
<td>-</td>
<td>150.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1976</td>
<td>9469</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1977</td>
<td>9339</td>
<td>-</td>
<td>-</td>
<td>810</td>
<td>172</td>
<td>-</td>
</tr>
<tr>
<td>1978</td>
<td>8163</td>
<td>-</td>
<td>-</td>
<td>4086</td>
<td>17445</td>
<td>-</td>
</tr>
<tr>
<td>1979</td>
<td>21361</td>
<td>-</td>
<td>-</td>
<td>3800</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1980</td>
<td>70482</td>
<td>-</td>
<td>-</td>
<td>3289</td>
<td>109</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Calculated from Table 8

N.B. These figures are a bit lower than actual. It is apparent that not all records are returned to the Department of Customs and Excise
11. Printing houses: number, major printing houses, other printing houses, geographical distribution and manufacturing capacity

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Major</th>
<th>Others</th>
<th>Geographical distribution</th>
<th>Total</th>
<th>Manufacturing capacity (number of volumes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Major</td>
<td>Others</td>
<td>Urban</td>
<td>Other</td>
<td>Total</td>
</tr>
<tr>
<td>1982</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>9</td>
<td>9</td>
<td>-</td>
<td>9</td>
<td>-</td>
<td>50,000,000</td>
</tr>
<tr>
<td>B</td>
<td>49</td>
<td>11</td>
<td>38</td>
<td>42</td>
<td>7*</td>
<td>5,000,000</td>
</tr>
</tbody>
</table>

A = of Public Sector  
B = of Private Sector  

* religious publishers/printers  

** This figure is an estimate of paper conversion capacity, the bulk of which goes into the manufacture of exercise books  

Source: Ministry of Information list of Printers (for list)  
Printpak and NPC for book printing capacity  
Tanzania Elimu Supplies for capacity of Tanzania Stationery Manufacturing Ltd.
12. Imports of machines for printing and binding in U.S. dollars

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL</th>
<th>DUTY</th>
<th>HOME CONSUMPTION</th>
<th>MAJOR COUNTRIES OF ORIGIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>501,061.75</td>
<td>2,839.62</td>
<td>482,737.50</td>
<td>Fed. Rep. of Germany, UK, USA</td>
</tr>
<tr>
<td>1972</td>
<td>423,529.00</td>
<td>1,457.75</td>
<td>385,785.75</td>
<td>UK, Sweden, China, Fed. Rep. of Germany</td>
</tr>
<tr>
<td>1973</td>
<td>698,416.37</td>
<td>16,847.37</td>
<td>604,335.50</td>
<td>UK, Fed. Rep. of Germany, China</td>
</tr>
<tr>
<td>1975</td>
<td>1,190,572.25</td>
<td>13,213.25</td>
<td>1,112,902.37</td>
<td>UK, Fed. Rep. of Germany, Switzerland</td>
</tr>
<tr>
<td>1976</td>
<td>1,761,970.00</td>
<td>33,676.00</td>
<td>1,761,970.00</td>
<td>Fed. Rep. of Germany, UK, Sweden</td>
</tr>
<tr>
<td>1977</td>
<td>2,279,954.12</td>
<td>24,750.00</td>
<td>2,279,426.25</td>
<td>Fed. Rep. of Germany, Japan, UK, France</td>
</tr>
<tr>
<td>1979</td>
<td>4,532,680.50</td>
<td>891,163.95</td>
<td>2,647,333.50</td>
<td>Denmark, Fed. Rep. of Germany, India, UK</td>
</tr>
<tr>
<td>1980</td>
<td>2,437,187.00</td>
<td>264,571.00</td>
<td>2,437,184.50</td>
<td>Fed. Rep. of Germany, India, UK</td>
</tr>
</tbody>
</table>

**Source:** Department of Customs and Excise, Annual Trade Reports 1971 - 1980
13. Newsprint, printing and writing paper: production, imports, exports and consumption

<table>
<thead>
<tr>
<th></th>
<th>Newsprint</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Production (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Imports (1)</td>
<td></td>
<td>1394.5</td>
<td>2333.2</td>
<td>2261.4</td>
<td>1935.7</td>
<td>3970.7</td>
<td>2155.5</td>
<td>2586.3</td>
<td>3144.1</td>
</tr>
<tr>
<td>Exports (1)</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Consumption (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All imported newsprint</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>consumed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consumption par</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000 inhabitants (2)</td>
<td></td>
<td>0.10</td>
<td>0.16</td>
<td>0.15</td>
<td>0.13</td>
<td>0.25</td>
<td>0.13</td>
<td>0.15</td>
<td>0.18</td>
</tr>
</tbody>
</table>

|                      | Printing and writing paper  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| Production (1)        |                             |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
|                      |                             | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                |
| Imports (1)           |                             | 1410.0           | 3648.5           | 5430.4           | 4336.2           | 6266.8           | 3204.4           | 4275.4           | 2834.3           | 2734.4           | 1628.0           |
| Exports (1)           |                             | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                |
| Consumption (1)       |                             |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
|                      | All imported printing and   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
|                      | writing paper consumed      |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| Consumption par       |                             |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| 1000 inhabitants (2) |                             | 0.29             | 0.25             | 0.36             | 0.28             | 0.39             | 0.19             | 0.25             | 0.16             | 0.15             | 0.09             |

(1) Thousands of metric tons
(2) Kilogrammes

Source: Department of Customs and Excise, Annual Trade Reports 1971 - 1980
14. Libraries, their holdings, acquisitions and seating capacity by category of Library

<table>
<thead>
<tr>
<th>Year</th>
<th>Code (1)</th>
<th>National</th>
<th>Public</th>
<th>University</th>
<th>School</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>A</td>
<td>1</td>
<td>33</td>
<td>3</td>
<td>57</td>
<td>2,500</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>800,000</td>
<td>492,000</td>
<td>500,000</td>
<td>855,000</td>
<td>125,000</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>800</td>
<td>2,000</td>
<td>960</td>
<td>5,130</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>63,188</td>
<td>5,000</td>
<td>20,000</td>
<td>5,700</td>
<td>25,000</td>
</tr>
</tbody>
</table>

(1) Code:  
A = Number of Libraries  
B = Number of Volumes  
C = Number of Seats available  
D = Annual acquisitions (number of volumes)

Source: Tanzania Library Services  
Ministry of National Education - Secondary and Teacher Training Department  
Ministry of National Education, Adult Education Department
15. Reading population by land of education

<table>
<thead>
<tr>
<th></th>
<th>1971</th>
<th>1981</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>558,405</td>
<td>1,850,948</td>
</tr>
<tr>
<td>Female</td>
<td>363,678</td>
<td>1,687,255</td>
</tr>
<tr>
<td>Total</td>
<td>922,083</td>
<td>3,538,203</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>31,289</td>
<td>34,587</td>
</tr>
<tr>
<td>Female</td>
<td>12,063</td>
<td>23,015</td>
</tr>
<tr>
<td>Total</td>
<td>43,352</td>
<td>57,602</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3,710</td>
<td>5,459</td>
</tr>
<tr>
<td>Technical Colleges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>-</td>
<td>1,224</td>
</tr>
<tr>
<td>Female</td>
<td>-</td>
<td>136</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>1,360</td>
</tr>
<tr>
<td>Total Attending School</td>
<td>969,145</td>
<td>3,602,624</td>
</tr>
</tbody>
</table>
16. Book professionals in the major sector

<table>
<thead>
<tr>
<th>Year</th>
<th>Authors</th>
<th>Translators</th>
<th>Publishers</th>
<th>Printers</th>
<th>Booksellers</th>
<th>Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>400*</td>
<td>15*</td>
<td>40</td>
<td>450</td>
<td>25</td>
<td>412</td>
</tr>
</tbody>
</table>

* Part time

Sources:  
- Tanzania Library Services (for authors and librarians)
- General Managers, Printpak, National Printing Company (for number of professionals in their printing companies)
- Tanzania Association of Translators (for translators)
- For Publishers and Booksellers - estimate
FOOTNOTES

1. For an interesting discussion of the language policies of German and British Colonial regimes, see M. Wright's article Swahili Language Policy 1890 - 1940, in Swahili, Journal of Institute of Swahili Research, Vol. 35/1, 1965, p. 40 - 48, and W. Whiteley's Swahili, the rise of a national language, Methnen and Co. Ltd.


REFERENCES

Many documents have been used and sources for statistical data have been indicated on the annex concerned. Below is a list of the more important books and documents:

8. SIDO/TANKIS/TIRDO/NSCO Directory of Technical Information Resources in Tanzania