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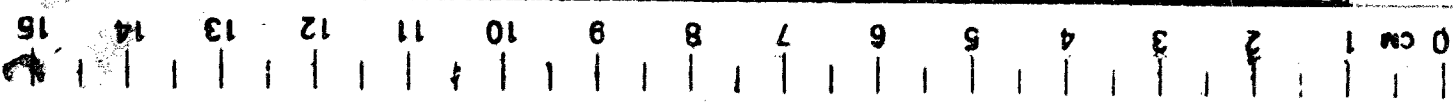
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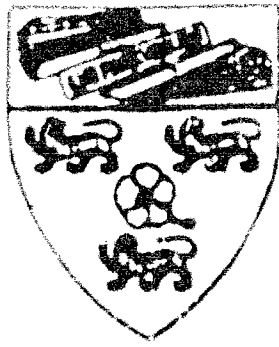
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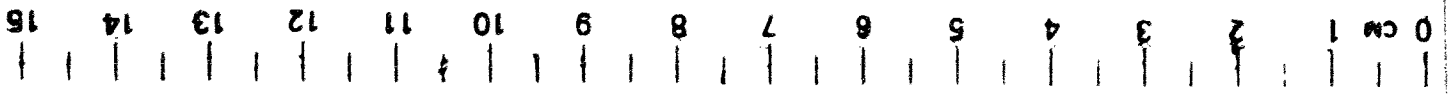


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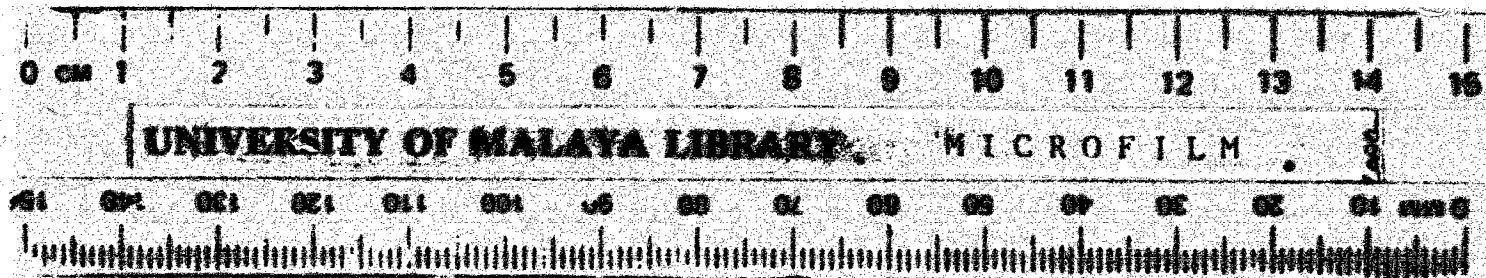
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THE FEASIBILITY OF SETTING UP A  
BOOKSTORE IN THE UNIVERSITY OF MALAYA  
BASED ON THE ESTIMATED TEXT BOOK,  
STATIONERY AND EQUIPMENT REQUIREMENTS  
OF UNIVERSITY STUDENTS, 1965 - 1970

by

Wong Kin Sun



A Graduation Exercise presented to  
the University of Malaya in  
part fulfilment towards the  
Degree of Bachelor of Arts  
in Economics

Department of Economics  
University of Malaya,  
1965.



This whole study is based on a survey of the students of the University of Malaya during the session 1964 - 1965. After an analysis of the survey data, projections for session 1965 - 1966 till 1970 - 1971 are made. The analysis and projections confirm the existence of a very sizeable market and the feasibility of establishing a store on the campus despite the fact that there is reason to believe that the projections are likely to be under-estimated.

The value of the text book market is by far the largest of all student requirements. It exceeds the combined markets of general interest books and journals (academic or otherwise), stationery and equipment. This is due mainly to the fact that texts are required by every student and generally are of higher values than other materials like stationery.

There is the existence of a second hand book market but for various reasons is expected to stagnate or even dwindle over the years to come.

From the estimated values of purchases an estimation of the profitability is attempted. It is found that the store can earn a minimum net profit of \$2,500 per month. Not many other stores that serve so small an area and population can fare so well.

It is also recommended that the store be set up as early as possible and be managed by a private concern i.e. as a branch of one of the existing shops in Kuala Lumpur.



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## INTRODUCTION

The attempt to estimate the text stationery and equipment requirements over the next six year period is based primarily on a survey conducted during the early stages of the third term of Session 1964-1965. Using data obtained from this sample population, it will then be used to estimate the requirements of the total population of every session from 1965-1970.

A pilot survey was first conducted towards the closing of the second term of the Session 1964-1965. This part of field work was done by the fifteen second year students majoring in Business Administration. The final survey in the third term involved the whole class of second year students reading the course in Marketing.

Objective of Study

The sole objective of the study is to consider the feasibility of establishing a book store on the University campus to serve the needs of the students. In the case of a positive finding, there is also the need to study the appropriate type of store that should be set up.

Scope and Limitations of Study

The projections in this study would necessarily involve a knowledge of the estimated student population for the corresponding period. Such an estimation had been under-taken by Mr. Doh Jeon Sue, a post-graduate student of this University, and his figures are being used as a chief guide in the projections. As such, the accuracy of his forecast would influence the projections in this study. A comparison with past actual figures have shown that Doh's figures have deviated from the actual in many instances. As such adjustments will be made to his figures.

In any case all forecasts are never 100% accurate. However, the length of the period under consideration influences the accuracy. The shorter the period, the more accurate will be the estimates. Hence, this study covers only six sessions.

The projections and estimates in this study assume that the population grows in its natural trend and that there are no major disturbances. When Malay is made the main medium of instruction in schools from 1967 and also when used as a medium of instruction in the University, the population trend may be changed and this whole study may have to be revised in that light. Moreover, there is the intention of establishing an University College in Penang which when set up will most likely have effects on the population trend of this University. However, it is assumed that even with the implementation of these plans, the estimated trend still holds. Such an assumption may not be advisable but necessary.

At the time of the survey, there were no students above the second year of study in the Medical faculty. Consequently their average expenditures are not available in the survey data. Being on a different system (Students in the University of Malaya undergo two years full-time practical training while it's one in Singapore) and taking different courses, data from Singapore students are not feasible. As such the dollar figures used are estimates by several present third year students. The figures were derived after serious considerations to the best of ability of the students. The students were individually asked to indicate their expected purchases. Each one had no idea that someone else was approached too. A comparison of the figures showed small differences which were absent on a couple of counts. The figures, however, cannot be taken as absolutely accurate but they do indicate the trend of purchases.



To give a better ~~xxxxxxxx~~ insight, the person writing this graduation exercise should have been allowed to play a part at many stages of the survey and before. The questionnaire should have been a joint effort between Mr. Chong and the person doing this exercise. This would allow that person to have a better grasp of the questionnaire and a clearer view of the objectives behind the questions. It would have been better if the person doing the exercise was allowed to draft the questionnaire which could then be corrected or altered by Mr. Chong. To make sure all the questionnaires were answered properly and completely, the person writing the exercise should also have been called on to help in the checking of the forms.

### Research Methodology

For Medical Students up to second year of study and all years of study in all other faculties, materials for this exercise were obtained primarily from the survey mentioned above. The survey was done by means of questionnaires. Respondents were interviewed and the interviewers were supposed to fill in the forms personally though this instruction was not strictly adhered to.

There were no Medical students above second year of study at the time of the survey. Hence a survey of them could not be possible. Information on their values of purchases and purchasing habits were careful forecasts by some third year students in this session 1965-1966.

To make the projections possible, population figures were required. These came from Doh's estimates. But, they were adjusted in a manner to be discussed later on.

Bits and pieces have also been picked from conversations, with fellow students particularly from discussions with some friends.

## Chapter Organization

This study can roughly be divided into three parts. Part One ends with Chapter IV. This portion is primarily a description and discussion on the planning and organization of the survey. The discussion is under three headings, namely the Sample, Questionnaire and Survey.

Part Two runs from Chapter V to VII. These chapters consist of the findings and analysis of the survey together with the projections to the 1970-1971 session. The discussion goes according to the respective requirements under consideration and their markets.

The final part consists of Chapters VIII, IX and X, which comprise the recommendations based on the findings and projections of Part Two.

## Acknowledgments

My thanks go to my fellow class-mates who carried out the survey without which this study would not have been possible.

I also wish to thank Mr. S.J. Chong, supervisor of the survey and Mr. Tarcisius Chin, my supervisor who both freely advised and guided me whenever approached for help !

- 
1. Both Mr. S.J. Chong and Mr. T. Chin are lecturers in the Department of Economics, University of Malaya.

## THE SAMPLE

After the pilot survey, the sample for the final survey was drawn up during the second term holidays. Those involved in drawing up the sample were Mr. Chong, Siew Chak Yun ( a second year student) and myself. The stratification of the population and sample fraction were decided by Mr. Chong.

The population under consideration included only but all under-graduates, (Science students in the Honours classes being included) and students reading for the Diploma in Education. Post-graduate students were excluded as these were few in number and difficult to contact. They constitute only 4.7% of the total campus population and is unlikely to increase in very significant numbers in the next few years. Also their purchasing habits are difficult to estimate and project. These students do not have specific texts but refer to numerous books - much more than any under-graduate. As such it is unlikely that they make much purchases but rather depend on the libraries.

Stratification of the Population

Stratification of the population was fairly simple. The total population was broken down by faculties. Then each faculty's figures were further sub-divided by the year of study. For the second and final year Arts students, the list was also broken down into one - subject and two - subjects students. These were all the stratification performed.

However, it is felt that one further stratification should have been undertaken. When the figures were listed by year of study, they should have been separated into scholarship and non-scholarship holders. This would then render the sample to be drawn be more representative. Moreover, in the attempt to relate scholarship holders with purchases, the estimates and

conclusions would likely be more accurate with the stratification. This relationship will be of importance especially if proven that purchases of these students are generally of a greater value than non-holders; in view of the fact that the government and private concerns are increasing the number of scholarships annually.

#### Drawing the Sample

Originally, it was intended to use the Handbook of Random Numbers for drawing the sample but since the book was not available, a telephone directory was used in lieu.

The sample was drawn according to faculties and by year of study. Every student in a certain year of a particular faculty had his/her name listed in alphabetical order and were respectively numbered, starting with Number One till Number N (N being the total number of students in that year of study in the faculty). The telephone directory was then randomly opened and the first list of telephone numbers from the left of the book was used to pick the sample.

Take for example the picking of the sample of the first year Engineering students. There were 92 students in this section. Supposing the following list of telephone numbers was available:

22195

87431

61002

21567

87395

21196

To pick this sample, only the last two digits of the telephone numbers were considered as the number 92 consists of only two digits. The last two digits must not exceed the number of 92 as this was the number of students under consideration. Hence

the first and last two telephone numbers would be out. For the second, third and fourth numbers, the last two digits read 31, 2 and 67 respectively. Hence, students who bore these numbers would then be selected as part of the sample.

This procedure was followed uniformly throughout the drawing of the sample.

Such a procedure might seem unscientific and unorthodox. However, it is unlikely that any bias exists and the absence or presence of bias often greatly affects the accuracy of a survey.

### Sample Fraction

It was first decided that around 10% of the total campus population should be interviewed. Then this roughly estimated total was distributed amongst the respective faculties. Faculties of greater population like the Arts Faculty, was to have a greater number of students to be interviewed than faculties of smaller population.

When the total per faculty was decided on, it was then shared out to the years of study in the faculty. This distribution was again arbitrary but attempt was made to share it out proportionally according to the number of students in the respect years of study, i.e., those years with higher number of students were to get a bigger share of the sample fraction. This attempt met with a fair degree of success, especially in view of the fact that no careful planning was carried out. Tables 1-6 bears proof of this, (The second column of every of these tables shows the percentage of the sample fraction allocated to the faculty broken down by year of study. The final column depicts the percentage of the faculties' population of the students in the respective years of study). Referring to Table 1,

the fourth year students form 18.3% of the faculty's population. Its fraction of the faculty's sample is 18.2%. On the other hand, the first year students have a population

TABLE I

Comparing The Percentage of Sample Fraction With  
That Of The Total Population  
Agriculture Faculty

Year of Study	Percentage of Sample Fraction	Percentage of Total Population
First	36.4	31.3
Second	22.7	28.7
Third	22.7	21.7
Fourth	18.2	18.3
Total	100.0	100.0

TABLE 2

Comparing The Percentage of Sample Fraction With  
That Of The Total Population  
Arts Faculty

Year of Study	Percentage of Sample Fraction	Percentage of Total Population
First	42.7	45.0
Second(2-Subject course)	11.8	12.2
" (1 " " )	29.9	19.3
Third (2 " " )	6.4	6.6
" (1 " " )	18.2	16.9
Total	100.0	100.0

TABLE 3

Comparing The Percentage Of Sample Fraction With  
That Of The Total Population  
Engineering Faculty

Year Of Study	Percentage of Sample Fraction	Percentage of Total Population
First	42.9	35.7
Second	31.4	29.1
Third*	2.9	14.3
Fourth	22.9	20.9
Total	100.1	100.0

\*Only one student was interviewed

TABLE 4

Comparing The Percentage Of Sample Fraction With  
That Of The Total Population  
Science Faculty

Year of Study	Percentage of Sample Fraction	Percentage of Total Population
First	36.4	34.3
Second	29.5	30.0
Third	25.0	25.8
Fourth	9.1	9.9
Total	100.0	100.0

TABLE 5

Comparing The Percentage of Sample Fraction With  
That Of The Total Population  
Medical Faculty

Year of Study	Percentage of Sample Fraction	Percentage of Total Population
First	42.9	37.3
Second	57.1	62.7
Total	100.0	100.0

TABLE 6

Comparing The Percentage Of Sample Fraction With  
That Of Total Population  
School of Education

Percentage of Sample Fraction	Percentage of Total Population
100.0	100.0

percentage of 31.3% while its share of the sample is 36.4%.

Initially the plan was to have the following  
percentages of the students interviewed :-

Agriculture	-	20%
Arts	-	10%
Engineering	-	15%
Science	-	10%
Medicine	-	20%
Education	-	15%



These figures were not according to the percentage of the population but rather arbitrarily fixed by Mr. Chong who did not state explicitly the reason(s) behind his choice.

On conclusion of the survey, the actual percentages interviewed were found to deviate slightly from those planned. The actual percentages are shown in Table 7.

In total 245 of the 2,118 under-graduates were interviewed. This is 11.6% of the population. The figure is less than the sample drawn. (Refer Table 8).

In anticipation of non-co-operative respondents or those who could not be contacted, a reserve list was also drawn up which in fact was utilized. This helps to explain why Science Faculty had more interviews than planned. One other faculty had more than anticipated of not contactable students. Hence one student from the Science reserve list was used as a replacement.

It is felt that a larger sample should have been chosen. In this type of survey, a larger sample should give a more accurate picture. The problem of getting field workers was absent as a class of 57 (excluding 2 from checkers who played no part in interviewing) was available for this job. It is suggested here that a sample fraction of 20% is more preferable.

TABLE 7

Number of Students Interviewed

Faculty	Number Interviewed	Total Population	Percentage Interviewed
Agriculture	22	115	19.1
Arts	110	1,121	9.8
Engineering	35	258	13.6
Science	44	434	10.1
Medicine	21	102	20.6
Education	13	88	14.8
Total	245	2,118	11.6

TABLE 8

Actual Interviews Against Number  
Intended To Be Interviewed

Faculty	Actual Number Interviewed (A)	Intended Number To Be Interviewed (B)	(A) Against (B)
Agriculture	22	23	95.7
Arts	110	112	98.2
Engineering	35	39	89.7
Science	44	43	102.3
Medicine	21	21	100.0
Education	13	13	100.0
Total	245	251	97.6

TABLE 9

Distribution Of Total Sample By Faculties

Faculty	Number Interviewed	Total Sample	Percentage
Agriculture	22	245	9.0
Arts	110	245	44.9
Engineering	35	245	14.3
Science	44	245	18.0
Medicine	21	245	8.6
Education	13	245	5.3
Total	245	245	100.1

TABLE 10

## Distribution Of Students By Faculties

Faculty	Students Per Faculty	Total Population	Percentage
Agriculture	115	2,118	5.4
Arts	1,121	2,118	52.9
Engineering	258	2,118	12.2
Science	434	2,118	20.5
Medicine	102	2,118	4.8
Education	88	2,118	4.2
Total	2,118	2,118	100.0

The sample cannot be claimed to be very representative. A comparison between Tables 9 & 10 would show that there are differences between the sample allotted to the faculties and the percentage of students by faculty against the total campus population. The Agriculture Faculty had an allocation of 9.0% of the sample but its population was only 5.4% of the campus. Such, often significant, discrepancies appear in every faculty. This means that the faculties are not proportionally represented.

In the case of the final year Engineering students, 37.5% of the interviewed were repeating students. It is most unlikely that any faculty has a ratio of "repeaters" of that high level. On top of that only one of the third year Engineering students was interviewed i.e. 2.7%. This was because these students were away from Kuala Lumpur doing their practical work at the time of the survey.

Hence this sample cannot be readily accepted as representative.

Moreover the scholarship holders and non-holders were also not proportionally represented.

Despite these shortcomings, the validity of the sample should not be dismissed, especially in view of the fact that this is the best (in fact only) data available.

#### Should There Have Been a Sample ?

It might be felt that a census instead of a sample may produce results that would form a better basis for the projections into later sessions.

After weighing the pros and cons of a census, it would be seen then that a census is not all that attractive.

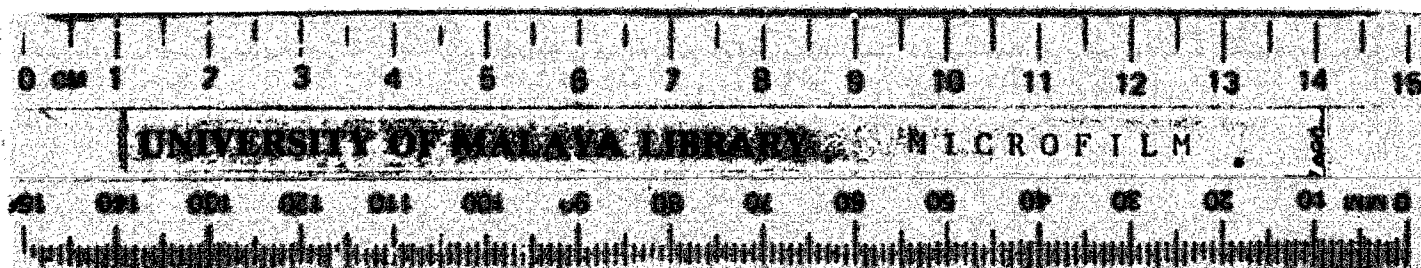
Firstly, to carry out a census of 2,118 students, the field force would necessarily be larger. To effectively supervise the force's work, increased number of skilled supervisors would be required which is not readily available as other members of the academic staff of the Economics Department are often pre-occupied. The larger field force itself is not easily obtained. More workers would imply a greater risk of having more workers who do not do their jobs conscientiously; thus possibly contributing to more errors in the data.

Of the total population not all would be co-operative. Some may refuse to be interviewed at all. Others, in their eagerness to rid of the interviewer, may give answers without thought and consideration which could considerably distort the picture. This would particularly be the case when the respondents' views on solving their purchasing problems are sought for. Values and figures they quote relating to purchases would also be not accurate estimates.

Moreover, a fair amount of the students may not be able to be contacted. Hence a complete census would seem very unlikely.

A survey on the other hand would require a lesser field force. A survey would also be more speedily executed than a census. The checking of returned forms would also require less work as fewer persons are interviewed.

However, the great disadvantage of a survey in this instance is that any error or bias in the sample data would be magnified when the projections are made.



## THE QUESTIONNAIRE

The questionnaire used in the final survey was drawn up by Mr. Chong. Mainly with the intention of testing the effectiveness of the questionnaire, a pilot survey was conducted. During this pilot survey, the students found difficulties in defining "Prescribed Texts" and "Equipment". As a result, a guide for the interviewers of the final survey was produced, within which certain words which were thought likely to cause confusion were defined.

Objectives of the Questions.

The questionnaire can be broken down into nine sections, each having its own objectives.<sup>1</sup>

Section I, comprising five questions is primarily for reference purposes. These questions disclose the location and particulars of the interviewed which allows identification of the respondent with his/her faculty and to know where to contact him in case of further queries.

Section II (Questions 6 and 7) is an attempt to distinguish scholarship holders from non-holders. Such a distinction is necessary as the relationship between holders and their purchasing habits is desired.

Questions 8 and 9 forming the third section is the most important portion of the questionnaire. This part gives the figures and data that form the basis for forecasting.

The three questions of Section IV are to check on the sources of texts and to test the relationship between courses prescribing texts and those students' purchases. Question 12(c) refers to any public library besides Departmental and University libraries. 12(d) refers to other sources besides public and University libraries.

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1. Refer Appendix I Pg.74

Answers to Section V comprising of Questions 13, 14 and 15 form the basis of an attempt to study the students' purchasing problems and to see if the setting up of a book store on the campus will solve their problems or at least minimise them. Also it gives an indication as to what the students think can solve their problems.

Question 16 may help to forecast the market of general interest books. Generally, those who purchase such books do so on the spur of the moment while browsing in a shop. They do not normally "plan" to buy them except for some periodicals.

Question 17 is of not such use. The idea behind this was to compare price differentials between shops. To do so, it needs two students to list the same book purchased at different stores which unfortunately is not readily found among the questionnaires. This question could have been completely left out.

Question 18 allows the interviewer to comment on the reliability of the respondent's answers and voice what other views he/she has of the respondent.

The last section comprising Questions 19 and 20 is for reference purposes. This time it is to allow contact with the interviewer if the need arises.

#### Wording the Questions and Some Definitions.

On the whole, the questions were clearly worded. There are no doubts as to the meanings of the questions.

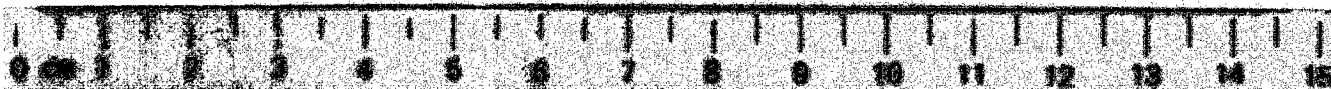
However, it is felt that a more direct question should have been inserted after Question 14. The respondents should have been specifically asked to state their view(s) on the setting up of a bookstore within the campus as a means of solving their difficulties. Then, Question 16 (the existing 15) should be devoted to other suggestions or alternatives the students have.





### Comprehensiveness of the Questionnaire

The questionnaire as it stands is adequate and gives all the relevant information required for the study. There is no call for the addition of other questions but in fact, as mentioned. Question 17 can be dropped without loss of valuable information.



## THE SURVEY

A pilot survey preceded the final survey but the results of this pilot survey are not used in the study as some of the respondents were interviewed again in the final survey. Also, the pilot survey had no sample design; rather respondents were picked at the discretion of the interviewers. It was held solely for the purpose of testing the questionnaire.

The final survey was done in one stage. The workers were given about half an hour of briefing and sent off on their own. However, being a simple survey and also having guides to help them, the short briefing was considered adequate.

#### Timing of the Survey

Being held in one stage during the opening of the third term, the survey cannot be said to be appropriately timed.

As it is, the third term figures of purchases are only forecasts. It is felt that those figures cannot be considered as accurate since most of the respondents did not estimate but rather made wild guesses.

Also during the third term, third year Engineering Students cannot be contacted since all are away on practical assignments. At the same time, final year Agriculture students have part of their examinations on and so are rather aggressive to interviewers. They would not take much effort in giving accurate answers.

A three phase survey would have been better. The first two phases asking for those two terms' purchases should be during the closing portions of the first and second terms. The last phase should be held during the fourth week of the third term. The figures given would then be more accurate as the memory is better in trying to recall one term's purchases than two.

Moreover, the third year Engineering students would still be on the campus at the end of the second term. Since they do not have lectures during third term, it is fairly safe to assume that there would be no further purchases of texts for 1964-1965 session. The only purchases likely would be that of general interest books, periodicals and possibly some stationery. They can be asked to estimate these. As for the final year Agriculture students, it is not time yet for their examination. Without the "examination fever", they are likely to be more co-operative.

#### Response of the Interviewed

The response was very good. Of a drawn sample of 251, only 1 refused to be interviewed. This was a final year Engineering student. This refusal is only 0.4% against the total interviewed. Another (a second year Science student) was approached twice by different persons. This error arose as her name was placed into two lists given to two interviewers. However, the actual interviews fell short of the figures that were planned. This was not due to refusals but that some could not be contacted. For the Engineering Faculty, 39 were picked to be interviewed; of which 6 were third year students. Only 1 (16.7% of the sample) was interviewed. To replace the rest, a few students in other years of study were selected. Hence, in total, 35 of the 39 were interviewed.

#### Difficulties of the Interviewer

During the course of the survey, a common complaint amongst the interviewers was the difficulty in contacting the respondents. This was particularly so in cases where the respondents were non-hostelites. The interviewers were supplied their respondents' names, addresses, year and course(s) of study. However, in cases, this was not of much help.

Having contacted the respondent, he had to be convinced that the survey is a "serious" matter and at times stood to a bit of humiliation like "Hasn't your Department nothing better to do than conduct silly surveys?" or "Typical of Arts Students. With nothing to do, they must find something stupid to occupy their time".

During the course of the interview, one had to guard against interferences from "outsiders". For instance, the boy friend of a female respondent might chip in "Ah, simply say it's \$8.50 lah!" These affected the answers and their accuracies. As such, the interviewer had to be alert at all time during the interview and to try to secure as accurate answers as possible. But not all workers were so conscientious in their job.

#### Checking of Returned Forms

Three persons were involved in the checking of the returned forms to see if all questions were answered. The checkers were to see that all questions were filled in properly. However, they did not do their jobs to complete satisfaction. There were instances where vague, unacceptable answers went unqueried. For example, some questionnaires stated the major sources of purchase as "Bookshops". Naturally books have to be purchased from bookshops, but what is required are the shops from which the books were obtained.

#### Cost of Survey

This is as yet one of the cheapest survey undertaken. The field force was not paid a single cent. Each student had to carry out his share of interviews which were in lieu of the usual termly assignments of essays and case studies. The only cost incurred was the paper on which the guides and questionnaires were printed on.

## Accuracy and Limitations of the Survey

The major short-coming of this survey lies in the third term purchases figures. This is because they are all forecasts. As pointed out, they are often rough guesses rather than careful estimates.

On the whole, the figures suffer from rounding off and approximations. Majority of the respondents cannot remember their total value of purchases and so just offer approximations. The degree of rounding off is high.

A sizeable portion of the interviewers had an apathetic attitude towards the survey, i.e. they did not take the survey seriously and their job conscientiously. In cases, there were even encouragement to the respondents to be inaccurate. When asking for the second term purchases of prescribed texts, one interviewer was overheard "Never mind lah ! Just give me a rough figure !"

On the part of the respondents, many did not make any effort to give accurate answers. Some in their eagerness to close the interview gave answers (and figures) freely and quickly but inaccurately. Others treated the survey too lightly.

However, there were conscientious workers and respondents who took great pains to check on their answers, particularly figures.

It is felt that the dollar figures are, in net effort more likely to be under-estimated than over<sup>1</sup>. But without any yard stick to make comparisons and alterations, it is best to use the figures as they are. Hence, the projections and other estimates will be carried out without making any major corrections to existing figures.

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1. Refer Chapter V, Pg. 36

### Could an Alternative Method of Survey Be Better ?

Earlier, it was suggested that a sample of 20% of total campus population would be more desirable. The total 20% need not be interviewed. Half could be interviewed and the rest be contacted through mail questionnaires. The questionnaires could have been despatched off during the second term holidays or around the third week of the third term. If the earlier date was preferred, then the respondents would need to forecast their third term purchases. A list of definitions and explanations on points where likely misunderstandings can arise, should be sent along with the questionnaire.

With more time and in a more pleasant surrounding, the respondents could be expected to take more pains in supplying the answers.

The problems of personal contact between interviewer<sup>er</sup> and interviewed would be dispensed off.

The snag here lies in the cost of mailing. But this postage charges are not too high. At 6¢ per questionnaire mailed, a total of 245 posted would cost \$14.70.

Another problem is that the rate of non-response could be high. Some may be just too lazy to reply. Others may forget. If a reserve list is used, it may need to be large and would offset the sample balance.

Alternatively, mail questionnaires may be used for everyone and for those non-responding students, personal contacts could be made with them. This would dispense off the reserve list and practically all of the original sample would be interviewed. The problems of personal contact would be greatly removed. Total postage fee amounts to only \$29.40. This method is felt to be more preferable than the other.

Besides this arrangement, other existing methods of survey (like telephone survey) are highly impractical.

## THE TEXT BOOK MARKET

The term "text book" refers to both recommended and prescribed texts, unless otherwise stated. However, only new texts are considered here. Purchases of second hand texts are discussed in a later chapter.

### Sources of Texts

Table II indicates that nearly all students purchase some text books and depend on the University library for the rest. But there are two faculties that do not depend on the University library as heavily as the rest. These are the Science and Medical Faculties. The Science students depend heavily on friends. Only 76.2% of the Medical Students depend on the University library whereas 91.4% of the sample did. This low percentage of the Medical students may be due to the fact that the Medical library being new is not well stocked as yet. The "Other Libraries" are the public libraries like the Kuala Lumpur Book Club. These are general libraries but offering poor reference facilities. So they are of limited help to the students. The "Others" sources are mainly the lecturers' own texts.

However, the high percentage of students possessing their own books may lead to wrong conclusions as to the value of purchases. A student who bought only one out of twenty-five texts would still qualify for this category but his dollar value of purchases may be low. On the other hand, he may have purchased eight out of ten texts but the eight texts may only amount to \$13.20 while the other two he did not buy may cost \$30.00 each. Hence, number of items purchased may be high but value may be low. It is always the dollar value that determines the profitability of a business, not the physical units sold. The example listed is an extreme case of price differences. A good deal of the texts used on the campus are American books where price differences are not very great except where Asian editions are produced.

Assuming that there is some relationship between volume of purchases and the dollar value, it is found that the University Book Store has the major share of the text market despite its generally higher prices compared with other shops in Kuala Lumpur.<sup>1</sup> The University Book store charges 45¢ as equivalent to one Sterling shilling while all other shops (except for City Book Store which charges 50¢) charges 43¢. The explanation for its larger market share is the fact that it is better stocked than most others and its books are up-to-date i.e. it has the latest editions available. The only area where this store is behind is in the Engineering texts where Jubilee and Ensign Book Stores are equally well stocked and selling at lower prices.

TABLE II

Sources Of Texts

Faculty	Own Texts	University Library	Departmental Libraries	Other Libraries	Friends	Others
Agriculture	95.5%	90.9%	27.3%	9.1%	45.5%	Nil
Arts	98.2%	98.2%	55.5%	30.9%	45.5%	8.2%
Engineering	92.3%	84.6%	92.3%	7.7%	30.8%	7.7%
Science	97.1%	77.1%	34.3%	33.3%	60.0%	8.6%
Medicine	95.2%	76.2%	47.6%	4.8%	38.1%	Nil
Education	97.7%	95.5%	43.2%	11.4%	54.5%	2.3%
Total	97.1%	91.4%	49.0%	20.4%	47.8%	5.7%

1. For instance, Shillinglaw, "Cost Accounting", R. Irwin, 1963 costs \$31.50 at the University Book Store but only \$27.50 at Malayan Publishing House.



For texts, students patronise a particular store mainly because it is well stocked and prices being reasonable. In general, students especially girls and others without personal means of transport, do not like the idea of travelling to four different stores to buy four books. For those with transport, the same applies in addition to the problem of seeking parking spaces for their vehicles. Hence, Marican and Eusoff Brothers are not students' ideal shopping points for books. In fact, some students have complained of the need to travel to several stores to get their requirements.

TABLE 12

Major Points Of Purchases\*

Faculty	University Book Store	Ensign Book Store	Jubilee Book Store	Marican & Sons	Eusoff Brothers	University Co-operative Stores Society Limited.	Any Convenient Store.
Agriculture	26.0%	10.0%	8.0%	6.0%	10.0%	6.0%	34.0%
Arts	18.8%	8.7%	19.5%	12.8%	11.0%	5.0%	24.1%
Engineering	12.4%	16.5%	28.9%	5.2%	2.1%	3.1%	32.0%
Science	20.8%	14.2%	17.9%	5.7%	3.8%	4.7%	33.0%
Medicine	29.1%	18.2%	12.7%	3.6%	Nil	3.6%	32.7%
Education	29.0%	6.5%	6.5%	6.5%	9.7%	3.2%	38.7%
Total	20.1%	11.8%	18.5%	8.7%	7.2%	4.5%	29.1%

\* Purchases here are not only of text but includes general interest books, journals and stationery.

The percentage refers to the proportion of students in a faculty who make purchases against total purchasing students.

The last source listed in Table 12 as "Any Convenient Store" also has a sizeable volume of business. The purchases from these stores are mainly stationery and equipment. These items are available in a scattered number of stores at fairly standardised prices. Hence, most students are not particular about patronage but would purchase at the most convenient point at the time of need. The same store need not be convenient to him/her at all times.

Academic journals are mainly from the respective departments, except for engineering journals which are direct from the institutes of engineering overseas.

#### Purchases for the Session 1964-1965

The purchases under study here are those of new prescribed and recommended texts. The dollar values given in Tables 13-18 are the average expenditure of the students interviewed.

The purchases of the students of the different years of study do not show any pattern. The purchases do not seem to show an increasing or decreasing trend with the years of study. For instance, first year Agriculture students purchased more than second year but increased in the third year and yet higher in the final year. One might think that first year books are being used in the second year as well. But this is not so as in the first year, the Agriculture students, are in effect reading Science courses in the Science Faculty. There are no real Agriculture courses which begin only in the second year. Hence, books of the two years are very different.

In the School of Education, the number of courses prescribing texts were few. Only 40.0% did so. This may partly explain for the low value of purchases of the School. But 64.6% of the prescribed texts were purchased which is one of the highest percentage among all the faculties. Yet purchases were low which can only suggest that the texts were comparatively cheap.

TABLE 13

## AVERAGE TEXT PURCHASES - AGRICULTURE FACULTY

Year of Study	Prescribed Text	Recommended Text	T o t a l
First	\$62.94	\$8.21	\$71.15
Second	46.90	Nil	46.90
Third	53.00	35.00	88.00
Fourth	77.00	7.50	84.50

TABLE 14

## AVERAGE TEXT PURCHASES - ARTS FACULTY

Year of Study	Prescribed Text	Recommended Text	T o t a l
First	\$66.48	\$41.60	\$108.08
Second	61.87	17.76	79.63
Third	87.89	39.02	126.91

TABLE 15

## AVERAGE TEXT PURCHASES - ENGINEERING FACULTY

Year of Study	Prescribed Text	Recommended Text	T o t a l
First	\$63.77	\$37.25	\$101.22
Second	114.82	21.09	135.91
Third*	220.00	Nil	220.00
Fourth	96.28	47.88	144.16

\* Only one student was interviewed.

TABLE 16

## AVERAGE TEXT PURCHASES - SCIENCE FACULTY

Year of Study	Prescribed Text	Recommended Text	T o t a l
First	\$114.56	\$18.66	\$133.22
Second	96.77	21.16	117.93
Third	67.14	30.00	97.14
Honours	68.75	28.20	96.95

TABLE 17

## AVERAGE TEXT PURCHASES - MEDICAL FACULTY

Year of Study	Prescribed Text	Recommended Text	T o t a l
First	\$38.67	\$48.89	\$ 87.56
Second	155.97	116.45	272.42

TABLE 18

## AVERAGE TEXT PURCHASES - SCHOOL OF EDUCATION

Prescribed Text	Recommended Text	T o t a l
\$25.33	\$8.00	\$33.33

The following table compares the percentage of courses that prescribe texts and the percentage of the prescribed texts purchased.

TABLE 19

PERCENTAGE OF COURSES PRESCRIBING TEXTS AND TEXTS PURCHASED

Faculty	Percentage of Courses Prescribing Texts	Percentage of Prescribed Texts Purchased
Agriculture	90.7	38.1
Arts	68.7	64.8
Engineering	68.4	58.9
Science	91.1	59.0
Medicine	77.5	70.4
Education	40.0	64.6

The percentage of courses prescribing texts does not dictate the value of purchases. Compare the Agriculture with the Arts Faculty. 90.7% of the Agriculture courses prescribed texts while only 68.7% did so in the Arts courses. Yet the average expenditure in the Arts Faculty exceeded that of the Agriculture students (Tables 13 & 14). In this instance, only 38.1% of the prescribed Agriculture texts as compared to 64.8% of the Arts' prescribed texts were purchased. In all instances, except for the School of Education, the percentage of courses prescribing texts exceed that of the prescribed texts purchased. For the School of Education, the reverse holds true.

The vague definition of "Prescribed Texts" and "Recommended Texts" affected the figures here. For example, one first-year Science student bought \$235.00 of recommended texts but \$25.00 of both new and second hand prescribed texts. To this student, only two of his total reading list were considered

as prescribed and the rest as recommended. This explains the seemingly peculiar situation of purchasing more recommended than prescribed texts. Another class-mate considered more than two as prescribed.

However, placing a purchase under the prescribed or recommended columns would not affect the total text purchases but considering each column individually, the figures would be lower or higher than should be.

Of the two kinds of texts, the most was spent on prescribed texts and little on recommended texts. But there was one notable exception in the Medical Faculty where purchases of recommended texts did not fall far behind that of prescribed ones. In fact, the first year students purchased more of recommended than prescribed texts, in terms of value. This may be because of the vague definitions or that the recommended ones were more expensive or likely, that many recommended texts were considered useful and worthwhile enough to buy.

There are two other significant points to note in the case of the recommended texts i.e. the second year Agriculture and third year Engineering. No purchases of this category were recorded in these instances. For second year Agriculture, five of the total population of thirty-three were interviewed. It is possible that some of the other twenty-eight might have purchased some recommended texts but when averaged out, the value might be small. For third year Engineering, the single student interviewed cannot be taken as representative. Most likely there were some purchases. However, without any basis to adjust these figures, it is best to leave them as they are which means that the projections for these will most probably be under-estimated to some degree.

The purchases of recommended texts cannot have any pattern as they depend on individual valuation of the importance

of these texts, the students' financial position and their habit of spending more or less on books than on movies or other items. These differ among individuals. As such, the prediction of a trend is difficult but the average values would serve as a guide.

#### Relating Purchases of Texts and Scholarship Holders.

On the average, scholarship holders made greater purchases than non-holders but standing out are the Medical Faculty and School of Education where in both instances non-holders' purchases of recommended texts exceeded those of holders.

The degree to which holders' purchases exceed that of non-holders cannot be depicted in terms of percentages or ratios. No hard and fast rule can be drawn for the relationship between the two. The purchasing habits of one holder can differ greatly from another. In fact, there is no guarantee that the next batch of holders may actually buy less than the non-scholarship holders. But it is assumed that generally holders with their financial aid would spend more on books than others.

Compared with the average expenditure in the faculties (Tables 13 - 18) there seem to be no definite relationship. In some cases, the scholarship holders buy less than the faculty's average like the first and second year Engineering Students, but there were cases of the reverse. On the whole, cases of the former were fewer than the latter. The same applies to recommended texts but here notable exceptions were the Medical Faculty and the School of Education.

The figures in Tables 20 - 25 must be taken with reservation. As criticised earlier, the two categories of students were not represented proportionally in the sample. Hence, there were cases where no scholarship holders were interviewed (fourth year Agriculture) or no non-holders were interviewed (third year Engineering).

COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS'  
AVERAGE PURCHASES OF TEXT - AGRICULTURE FACULTY.

Year of Study	Prescribed Text		Recommended Text	
	Holders	Non-Holders	Holders	Non-Holders
First	\$54.38	\$71.50	\$45.70	\$5.00
Second	50.00	46.13	Nil	Nil
Third	93.00	43.00	12.00	40.75
Fourth*	-	77.00	-	7.50

\* No scholarship holders were interviewed.

TABLE 21  
COMPARING SCHOLARSHIP HOLDERS' & NON - HOLDERS'  
AVERAGE PURCHASES OF TEXT - ARTS FACULTY.

Year of Study	Prescribed Text		Recommended Text	
	Holders	Non-Holders	Holders	Non-Holders
First	\$81.28	\$53.45	\$49.03	\$35.06
Second	67.28	57.23	18.54	17.07
Third	100.27	72.42	35.30	43.66

TABLE 22  
COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS'  
AVERAGE PURCHASES OF TEXT - ENGINEERING FACULTY

Year of Study	Prescribed Text		Recommended Text	
	Holders	Non-holders	Holders	Non-Holders
First	\$42.55	\$74.39	\$38.30	\$36.73
Second	98.33	134.70	17.50	25.40
Third*	220.00	-	-	-
Fourth	149.31	43.24	57.50	38.25

\* Only one student (a scholarship holder) was interviewed.



TABLE 23

COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS'  
AVERAGE PURCHASES OF TEXT - SCIENCE FACULTY

Year of Study	Prescribed Text		Recommended Text	
	Holders	Non-Holders	Holders	Non-Holders
First	\$125.93	\$111.72	\$79.03	\$4.73
Second*	130.00	93.75	46.00	19.09
Third	84.79	45.78	32.50	27.00
Fourth	58.33	100.00	24.27	40.00

\* Only one scholarship holder was in the sample

TABLE 24

COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS'  
AVERAGE PURCHASES OF TEXT - MEDICAL FACULTY

Year of Study	Prescribed Text		Recommended Text	
	Holders	Non-Holders	Holders	Non-Holders
First	\$102.67	\$ 8.67	\$31.67	\$57.50
Second	161.63	148.05	101.56	137.31

TABLE 25

COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS'  
AVERAGE PURCHASES OF TEXT - SCHOOL OF EDUCATION

Prescribed Text		Recommended - Text	
Holders	Non-Holders	Holders	Non-Holders.
\$37.14	\$10.88	\$7.21	\$8.92

The figures confirm the general view that scholarship holders would purchase more than non-holders since the former has financial aid. This point is of significance. With more scholarship granted annually, this means that the average expenditure on texts would be greater in future sessions. When this percentage of holders increase, the actual future purchases would be greater than that of the projections. This helps to explain the earlier statement that the projections are more likely to be under-estimated than over.<sup>1</sup>

#### Projecting Such Purchases from 1965 to 1970

Earlier in the chapter it was explained that the confusion in definitions of "prescribed texts" and "recommended texts" affected the respective figures. But in total, the figures would not be affected. As such no attempt is made to project separately the requirements of recommended and prescribed texts. Repeating students would not be included in the projections as they are assumed to make negligible purchases during their repeating year of study.

The projections undertaken here require two sets of figures: the estimated population from 1965 to 1970 and the average student expenditure. The first are the adjusted figures of an estimate by a post-graduate student.<sup>2</sup> The latter are data from the survey.<sup>3</sup>

Having no Medical students above second year of study in session 1964-1965, estimates were made.<sup>4</sup> The average

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1. See Chapter IV under heading: "Accuracy and Limitations of the Survey". Pg. 23
  2. Doh Joon Sue, A Study of the Trend and Pattern of Enrolments In Schools from Primary to Tertiary Levels In The Federation of Malaya from 1963-1977, With Special reference to The Potentialities Of Children From Rural Areas. Unpublished thesis presented for Master of Arts degree, University of Malaya, 1965.  
Pages 406 - 442. (Tables 238 - 296)  
(For adjustment procedure, see Appendix III attached)

3. Refer Tables 13 - 18 in this Chapter. Pg. 29 - 30

4. Refer Chapter 1. Pg. 2

TABLE 26

## ESTIMATED FRESH STUDENTS AND NEW TEXT PURCHASES, 1965-1970 -

Faculty	1965-1966		1966-1967	
	Students	Purchases	Students	Purchases
Agriculture	123	\$ 8,843.90	136	\$ 9,613.85
Arts	1,415	147,366.75	1,795	185,525.00
Engineering	256	34,997.05	305	42,774.86
Science	459	53,310.41	512	59,014.73
Medicine	133	21,765.44	174	31,891.44
Education	121	4,032.93	158	5,266.14
Total	2,507	\$270,316.48	3,080	\$334,086.02

\*

These figures exclude repeating students. "Fresh" means they are for the first year of study.

See Appendices IV and V.

Faculty	1968-1969		1969-1970	
	Students	Purchases	Students	Purchases
Agriculture	167	\$11,923.00	180	\$12,828.85
Arts	2,822	293,097.84	3,257	337,396.14
Engineering	388	55,422.16	421	59,974.66
Science	617	71,094.90	676	77,998.69
Medicine	266	44,889.72	283	48,462.06
Education	234	7,799.22	294	9,799.02
Total	4,494	\$484,226.84	5,111	\$546,459.42

PURCHASES, 1965-1970 - SUMMARY \*

1966-1967		1967-1968	
Students	Purchases	Students	Purchases
36	\$ 9,613.85	147	\$10,566.44
795	185,525.00	2,278	236,540.59
305	42,774.86	343	49,420.54
512	59,014.73	559	64,301.15
174	31,891.44	218	39,179.88
158	5,266.14	176	5,866.09
080	\$334,086.02	3,721	\$405,874.77

ans they are for the first time in a particular

1969-1970		1970-1971	
Students	Purchases	Students	Purchases
180	\$12,828.85	214	\$15,311.80
257	337,396.14	3,803	399,110.77
421	59,974.66	498	69,587.82
576	77,998.69	799	93,139.16
283	48,462.06	322	53,330.44
294	9,799.02	355	11,832.11
111	\$546,459.42	5,991	\$692,312.11

TABLE 26

ESTIMATED FRESH STUDENTS AND NEW TEXT

1965-1966		
Students	Purchases	S
123	\$ 8,843.90	
1,415	147,366.75	1.
256	34,997.05	
459	53,310.41	
133	21,765.44	
121	4,032.93	
2,507	\$270,316.48	3.

clude repeating students. "Fresh" means  
and V.

1968-1969		
Students	Purchases	St
167	\$11,923.00	
2,822	293,097.84	3.
388	55,422.16	
617	71,094.90	
266	44,889.72	
234	7,799.22	
4,494	\$484,226.84	5.

BLE 26

ND NEW TEXT PURCHASES, 1965-1970 - SUMMARY \*

	1966-1967		1967-1968	
	Students	Purchases	Students	Purchases
0	136	\$ 9,613.85	147	\$10,566.45
5	1,795	185,525.00	2,278	236,540.69
5	305	42,774.86	343	49,420.54
1	512	59,014.73	559	64,301.15
4	174	31,891.44	218	39,179.86
3	158	5,266.14	176	5,866.03
3	3,080	\$334,086.02	3,721	\$405,874.77

"Fresh" means they are for the first time in a particular

	1969-1970		1970-1971	
	Students	Purchases	Students	Purchases
0	180	\$12,828.85	214	\$15,311.80
4	3,257	337,396.14	3,803	399,110.73
	421	59,974.66	498	69,587.82
	676	77,998.69	799	93,139.16
	283	48,462.06	322	53,330.44
	294	9,799.02	355	11,832.15
	5,111	\$546,459.42	5,991	\$692,312.10

expenditure on texts were estimated to be as follows :-

Third year	-	\$170
Fourth year	-	200
Fifth year	-	200
Sixth year	-	100

Table 26, gives a summary of the projections. Estimated population multiplied by the average expenditure for a particular sector gives the total purchases.

As expected, increases in population would increase the value of purchases. Using 1965 as the base year (for both population and texts), total campus text purchases from 1966 onwards are seen to be increasing at a rate which is consistent with population growth. An increase in student population is followed proportionately by a rise in purchases.

TABLE 2/  
RATES OF INCREASE

Year	Population	Value of Text Purchases
1966	123	124
1967	148	150
1968	179	179
1969	204	202
1970	239	238

1965 = 100

The biggest differences are found in 1967 and 1969 but the differences of 2% each are negligible. Faculty by faculty, similar analysis would show the same relationship between population growth and increases in purchases with minutely small differences.

Applying the fixed average dollar figure for the whole projection, it would seem that increases in purchases should be exactly the same as that of population growth. However, it need not be so. Different years of study within each faculty have different average purchases and the rates of population growth in each year are not the same throughout the faculties. This accounts for the differences in the rates of increases.

In the projections, the prospect of price increases have not been considered. New editions are always more expensive than older ones. The increase in prices are hard to predict as publishers price their books based on a number of factors like increasing (or very unlikely decreasing) cost of production and decreasing value of the dollar. The decreasing dollar value has effect on publishers' pricing and mark-up by retailers. But the trend is difficult to predict although known to exist.

While these factors tend to push up prices, some American books are currently being published in Japan (generally referred to as Japanese editions). These cost considerably less than an American edition. Such texts would reduce the value of purchases without a fall in physical units. As such, they reduce to some degree the effect of rising prices in other texts. What the net result turns out to be is unpredictable. But only a small section of texts are published in these cheap editions. So it is fairly definite that these Japanese editions would not reduce total dollar purchases. They would only reduce the total effect caused by rising prices of others.

Any forecast of purchases should entail the study of the purchasing habits of the group under consideration. The analysis of the survey was an attempt to do this but it is only a historic study and in theory, there is always the possibility that the same do not hold true in the future. But to provide a basis to work on, it is assumed that the past is a fair guide to the future.

Short-comings these maybe but there are no basis for adjustments. There has been no proper and thorough study of prices of books, the Malayan dollar value or the various components making the expenses of a book store. Moreover, there has been no past study of students' expenditure in the University which otherwise would provide a guide for this study. In any case, the figures do provided a guide to the trend of purchases and the rates of increase.





## SECOND HAND BOOKS

A number of students often sell their books which they no longer use. Some students owing to various reasons, seek such books. The transactions usually occur at the beginning of the sessions because, later, those who have not been able to acquire second hand books would have got new texts. In North America, there exist bookstores that indulge in trading second hand books. Such stores do not exist in Kuala Lumpur. An attempt will now be made to study the market of these materials and the possibility of having such a store.

Purchases of Second Hand Texts

Compared with new texts, the value of purchases for second hand books are very small. Among the first year Arts Students, average expenditure on second hand texts was \$8.55 as compared to \$108.08 for new books. Such a relationship exists throughout the faculties and year of study with one notable exception of first year Agriculture where average for second hand prescribed texts was about half that of new ones (\$32.13 to \$62.94) But new recommended texts was \$8.21 against \$2.75 for second hand texts. There were many instances where no purchases of second hand test were recorded at all e.g. fourth year of both Agriculture and Engineering.

TABLE 28

## AVERAGE EXPENDITURE ON SECOND HAND TEXT PER FACULTY

Year of Study	Agriculture	Arts	Engineering	Science	Medicine	Education
First	\$34.88	\$8.55	\$7.48	\$9.09	\$15.11	Nil
Second	8.60	2.66	9.09	14.77	10.83	-
Third	11.40	1.48	Nil	7.23	-	-
Fourth	Nil	-	Nil	Nil	-	-

There exists no trend in this area of purchases among the faculties and year of study. In a faculty, purchases of one year of study may be extremely high but nil for another year like the Agriculture Faculty.

It is understandable that purchases of second hand books fall below new texts. Some students do not sell their books; some do not buy second hand texts. Some have no contacts for buying or selling. Furthermore, for an equal volume of transactions of the same texts, the value of second hand texts would definitely fall below that of new texts. A second hand copy of Samuelson's "Economics" <sup>1</sup> costs considerably less than a new one.

From the survey data, this market does not seem sizeable. The average for prescribed text of all the faculties together was only \$5.47 and \$1.90 for recommended texts, totalling \$7.37 against \$110.28 spent on new texts. <sup>2</sup> If the total expenditure on this is worked out  $$(7.37 \times 2,118)$ , the sum of \$2,266.26 cannot be considered as large. <sup>3</sup> With increasing population, this figure may expand. But there is the possibility that this value might drop or remain fairly constant. Even if it does increase, it may not increase proportionately with the population. A few years from now, there is reason to believe, that a sizeable portion of the present texts will be changed. New editions of existing texts will render existing editions obsolete. Advances in all fields of knowledge is phenomenal. This means that techniques and theories in existing texts will be out dated, particularly in the Medical, Agricultural and Engineering fields. As such, new texts will have to be called for and no students will buy out dated books.

While text and all other student requirements increase with increasing population, it does not necessarily imply an increase for demand of second hand texts.

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1. Samuelson, P.A. "Economics" McGraw-Hill Book Co., Inc., N.Y.

2. Average here means  $\frac{\text{Total purchases of all students surveyed}}{\text{Total Sample.}}$

3. There were 2,118 undergraduates in session 1964-1965.

The Sales Channels.

There are no formal channels in existence at the moment. The seller passes word around among his friends to junior students that he has such a book for sale. The prospective buyer seeks him out and the transaction is conducted individually.

Owing to the lack of established sales channels, many transaction opportunities were missed in the past. A student has a book to sell. Another wants to buy that book. But they do not know each other and so the sale cannot be conducted between the two.

### The Prices.

There is also no definite pricing policy among the sellers. They are fixed arbitrarily depending on how old the books are and strength of demand. Some sell their books at two-thirds of the cost price while others charge 75% of cost. With two same books, one would expect to sell the newer copy at a higher price, but both in fact may fetch the same price. On the other hand, A might have bought a newer copy at \$25.00 but B had to pay \$30.00 for an older one. B might have purchased his later than A at a time when the seller had a monopoly having no other copies (new or old) on the market. Perhaps there might have been another old copy going for a lower price but B had no knowledge of it. From the cases observed, prices have varied from 50-80% of cost price.

### Availability of Such Stocks.

Sources of supply in this case do not come from shops or publishers. Rather, they depend on the senior students. The major question is "Will students sell?"

Some sell to finance their new requirements. Others do so to get rid of old books rather than storing them at home. But there are students who prefer to keep them to build a personal miniature library. But most important probably is

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because they have further need for those books.

Students may sell their books but those may not be the ones in demand. Texts may have been changed. Certain texts may be in use every year but many others are bound to be changed. Those texts dropped out of the reading lists will find no buyers even if put into the market.

Some second hand texts may find their way into students' hands but they are not sold. Rather, they have been loaned out. These would not increase purchases of second hand books while at the same time reducing availability of these to the market.

Second hand texts for the Medical Faculty for the next few years are most likely to be negligible if at all in existence. This is a newly established faculty and so no senior students exist to sell their books. Even in a few years time, most of these books would be retained by the would-be-doctors for reference purposes during their practice. Singapore students would do likewise. Moreover, few of them have contacts with the Malayan students.

As such, the supply of these materials is uncertain and a few years from now, the sources would likely be diminished due primarily to changed texts.

## CHAPTER VII

### MARKET FOR STATIONERY AND OTHER SUPPLIES.

The requirements of other books (as defined in the guide) generally do not follow any fixed pattern. During one term a couple of new interesting novels may appear and so the students make some purchases. At other times, he may not purchase any. For journals (general interest or academic) the frequency of purchase may be more fixed as a student may place orders annually or quarterly.

#### Value of Purchases of General Interest Books, Journals and Stationery for 1964-1965

Other books and general interest journals (hereinafter referred to as "other books") are not requirements of any course. These are materials students need out of individual preferences. As such, it would be impossible to find any relationship between such purchases and courses of study. Assuming the sample to be fairly representative of the campus population, the figures quoted would be an indicator of the average purchases expected from the students. On a faculty average comparison, the Engineering and Medical students seem to spend heaviest on such materials. This may be because these students like to read technical journals or books which generally are expensive. Expenditure on this section mainly goes to books than general interest journals. A Science student would rather read a James Bond thriller than the Pacific Affairs. Considering that these materials are of little or no academic value, it seems that the students spent a fair sum of their total purchases on them.

It was thought that there may be some relationship between browsing<sup>1</sup> and purchases of other books but the data proves otherwise. Percentage of browsing students was high in many instances, but value of purchases was lower than those with lower percentage of browsing students, e.g. compare second and fourth years Agriculture students.

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<sup>1</sup>. Refer Appendix II for definition. Pg.75

TABLE 29

## PERCENTAGE OF BROWSING STUDENTS

Faculty	First Year	Second Year	Third Year	Fourth Year
Agriculture	100.0	60.0	60.0	100.0
Arts	87.2	89.6	96.5	-
Engineering	66.7	100.0	100.0	100.0
Science	68.8	84.6	72.7	100.0
Medicine	100.0	66.7	-	-
Education	84.6	-	-	-

Academic journals and institutional reports have not taken much of the students' expenditure. These mainly consist of academic journals like those published by the respective societies (Ekonomi etc). Such journals are not very expensive, though many are of direct academic value. Some journals may contain lecturers' articles which students find advisable and useful to possess. For the Medical students, they are all pre-clinical and so various journals and reports of the medical associations are not of relevance to them yet.

One significant sum of \$34 stands out among the Engineering Faculty (third year). It seems rather improbable that the students need spend so large a sum on these materials. Conversations with other third year students confirmed the suspicion. This figure was the expenditure of one student and so cannot be taken as representative. A much lower figure would be more sensible. Thus, in the projections, later on, this particular figure will be adjusted to one which is considered as more representative.

There were a few very low expenditures on academic journals and institutional reports (first year Engineering \$0.23). This may

be due to the journals or reports, having no great academic value, were considered not worth buying. Students often prefer non-academic books or journals to academic materials of no or little relevance to their courses since the latter are generally of heavier reading.

For stationery and equipment, everyone spent sizeable sums. These items especially stationery are essential items. The figures show Engineering and Medical students as those who spent most on these. This is mainly due to their greater need for equipment like slide rules and drawing boards for the Engineering students and skeletons for Medical students. Other students' purchases of these are generally confined to stationery and for Arts, nearly nil on equipment. Writing materials took the major portion in the purchases of stationery.

TABLE 30

AVERAGE STATIONERY AND OTHER SUPPLIES  
PURCHASES - AGRICULTURE FACULTY

Year of Study	General Interest Book & Journals	Academic Journals & Reports	Stationery & Equipment.
First	\$7.55	\$2.38	\$26.98
Second	10.40	Nil	21.89
Third	7.00	1.20	31.96
Fourth	6.80	5.50	19.94

TABLE 31

AVERAGE STATIONERY AND OTHER SUPPLIES  
PURCHASES - ARTS FACULTY

Year of Study	General Interest Books & Journals	Academic Journals & Reports	Stationery & Equipment
First	\$12.12	\$3.30	\$24.51
Second	14.54	5.03	23.52
Third	31.56	4.13	41.40



TABLE 32

AVERAGE STATIONERY AND OTHER SUPPLIES  
PURCHASES - ENGINEERING FACULTY

Year of Study	General Interest Books & Journals	Academic Journals & Reports	Stationery & Equipment
First	\$18.21	\$0.23	\$79.36
Second	25.36	8.18	51.77
Third	56.00	34.00	20.00
Fourth	3.98	7.79	16.81

TABLE 33

AVERAGE STATIONERY AND OTHER SUPPLIES  
PURCHASES - SCIENCE FACULTY

Year of Study	General Interest Books & Journals	Academic Journals & Reports	Stationery & Equipment
First	\$10.22	\$ Nil	\$27.44
Second	4.62	1.54	24.85
Third	8.14	0.55	44.18
Honours	16.44	5.00	25.25

TABLE 34

AVERAGE STATIONERY AND OTHER SUPPLIES  
PURCHASES - MEDICAL FACULTY

Year of Study	General Interest Books & Journals	Academic Journals & Reports	Stationery & Equipment
First	\$5.56	\$ Nil	\$57.28
Second	46.98	Nil	135.68

TABLE 35

AVERAGE STATIONERY AND OTHER SUPPLIES  
PURCHASES SCHOOL OF EDUCATION

General Interest Books & Journals	Academic Journals & Reports	Stationery & Equipment
\$12.42	\$0.65	\$32.35

Scholarship Holders and Purchases of General Interest  
Books and Journals.

There would be no attempt to relate scholarship holders with equipment and stationery requirements. These are necessities to students and it does not mean that a scholarship holder will spend more on these. A student who needs one realm of foolscap paper will only buy that much and not an extra realm to be placed at home just because he has money to buy two realms.

When analysing scholarship holders and their purchases of texts (Chapter V) it was found that holders in general spent more than others. But this cannot be held true in case of the other books and journals (academic or otherwise). There is no clear indication that scholarship holders purchase more or less than non-holders. Holders in first year Agriculture, Medicine and School of Education bought more of both items than non-holders but for all years of study in the Engineering Faculty (excluding third year where there is no comparison possible) the reverse occurred.

Without statistical data, it may seem logical thinking to assure that holders would buy more of other books than non-holders but the figures show that it is not necessarily so. Such purchases depend on the persons' preference to read such materials. It has often been said that fewer students do little out-of-courses

TABLE 36

COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS'  
STATIONERY AND OTHER SUPPLIES' PURCHASES - AGRI

Year of Study	General Interest Books & Journals		Academic Journals	
	Holders	Non-Holders	Holders	Non-Holder
1st	\$9.90	\$5.12	\$4.00	\$0.75
2nd	Nil	13.00	Nil	Nil
3rd	Nil	8.75	Nil	\$1.50
4th*	-	6.80	-	\$5.50

\* No scholarship holders were interviewed.

TABLE 37

COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS  
STATIONERY AND OTHER SUPPLIES' PURCHASES - A

Year of Study	General Interest Books & Journals		Academic Journals	
	Holders	Non-Holders	Holders	Non-Holder
1st	\$14.92	\$9.66	\$4.54	\$2.21
2nd	23.55	6.48	7.23	3.05
3rd	30.03	31.56	12.74	4.13

## HOLDERS' &amp; NON-HOLDERS' AVERAGE

## PURCHASES - AGRICULTURE FACULTY

Academic Journals		Stationery & E	
Holders	Non-Holders	Holders	N
1.00	\$0.75	\$22.21	
Nil	Nil	Nil	
Nil	\$1.50	Nil	
-	\$5.50	-	

## HOLDERS' &amp; NON-HOLDERS' AVERAGE

## PURCHASES - ARTS FACULTY

Academic Journals		Stationery & E	
Holders	Non-Holders	Holders	N
4.54	\$2.21	\$30.09	
7.23	3.05	28.82	
2.74	4.13	28.26	

TABLE 36

## COMPARING SCHOLARSHIP HOLDERS' &amp; NON-HOLDERS' PURCHASES OF STATIONERY AND OTHER SUPPLIES

Academic Journals		Stationery & E	
Holders	Non-Holders	Holders	N
1.00	\$0.75	\$22.21	
Nil	Nil	Nil	
Nil	\$1.50	Nil	
-	\$5.50	-	

were interviewed.

TABLE 37

## COMPARING SCHOLARSHIP HOLDERS' &amp; NON-HOLDERS' PURCHASES OF STATIONERY AND OTHER SUPPLIES

Academic Journals		Stationery & E	
Holders	Non-Holders	Holders	N
4.54	\$2.21	\$30.09	
7.23	3.05	28.82	
2.74	4.13	28.26	

TABLE 36

SCHOLARSHIP HOLDERS' & NON-HOLDERS' AVERAGE  
 OTHER SUPPLIES' PURCHASES - AGRICULTURE FACULTY

Journals	Academic Journals		Stationery & Equipment	
	Holders	Non-Holders	Holders	Non-Holders
	\$4.00	\$0.75	\$22.21	\$31.75
	Nil	Nil	Nil	27.36
	Nil	\$1.50	Nil	39.95
	-	\$5.50	-	19.94

red.

TABLE 37

SCHOLARSHIP HOLDERS' & NON-HOLDERS' AVERAGE  
 OTHER SUPPLIES' PURCHASES - ARTS FACULTY

Journals	Academic Journals		Stationery & Equipment	
	Holders	Non-Holders	Holders	Non-Holders
	\$4.54	\$2.21	\$30.09	\$19.61
	7.23	3.05	28.82	19.72
	12.74	4.13	28.26	41.40

TABLE 38

COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS' PURCHASES OF  
STATIONERY AND OTHER SUPPLIES' PURCHASES - ENGINEERING

Year of Study	General Interest Books & Journals		Academic Journals	
	Holders	Non-Holders	Holders	Non-Holders
1st	\$6.40	\$24.11	\$Nil	\$0.35
2nd	11.67	41.80	\$4.67	12.40
* 3rd	56.00	-	34.00	-
4th	1.25	6.70	9.63	5.91

\* Only one student (a scholarship holder) was interviewed.

TABLE 39

COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS' PURCHASES OF  
STATIONERY AND OTHER SUPPLIES' PURCHASES - SCIENCE

Year of Study	General Interest Books & Journals		Academic Journals	
	Holders	Non-Holders	Holders	Non-Holders
1st	\$4.83	\$11.46	\$Nil	\$Nil
2nd*	Nil	5.00	\$20.00	Nil
3rd	10.83	4.90	1.00	Nil
4th	15.25	20.00	Nil	\$20.00

\* Only one Scholarship holder was interviewed.

## HOLDERS' &amp; NON-HOLDERS' AVERAGE

## PURCHASES - ENGINEERING FACULTY

Academic Journals		Stationery & Equip	
Holders	Non-Holders	Holders	Non-Holders
\$Nil	\$0.35	\$82.60	\$
\$4.67	12.40	52.50	
34.00	-	20.00	
9.63	5.91	12.00	

interviewed.

## HOLDERS' &amp; NON-HOLDERS' AVERAGE

## PURCHASES - SCIENCE FACULTY

Academic Journals		Stationery & Equip	
Holders	Non-Holders	Holders	Non-Holders
\$Nil	\$Nil	\$34.00	
\$20.00	Nil	30.00	
1.00	Nil	66.83	
Nil	\$20.00	32.00	

TABLE 38

## COMPARING SCHOLARSHIP HOLDERS' STATIONERY AND OTHER SUPPLIES' PURCHASES

Interest Books & Journals		Academic Journals
Holders	Non-Holders	Holders
	\$24.11	\$Nil
	41.80	\$4.67
	-	34.00
	6.70	9.63

(scholarship holder) was interviewed.

TABLE 39

## COMPARING SCHOLARSHIP HOLDERS' STATIONERY AND OTHER SUPPLIES' PURCHASES

Interest Books & Journals		Academic Journals
Holders	Non-Holders	Holders
	\$11.46	\$Nil
	5.00	\$20.00
	4.20	
	20.00	

(scholarship holder) was interviewed.

TABLE 38

SCHOLARSHIP HOLDERS' & NON-HOLDERS' AVERAGE  
 OTHER SUPPLIES' PURCHASES - ENGINEERING FACULTY

Journals Holders	Academic Journals		Stationery & Equipment	
	Holders	Non-Holders	Holders	Non-Holders
	\$Nil	\$0.35	\$82.60	\$77.74
	\$4.67	12.40	52.50	50.90
	34.00	-	20.00	-
	9.63	5.91	12.00	21.63

holder) was interviewed.

TABLE 39

SCHOLARSHIP HOLDERS' & NON-HOLDERS' AVERAGE  
 AND OTHER SUPPLIES' PURCHASES - SCIENCE FACULTY

& Journals Holders	Academic Journals		Stationery & Equipment	
	Holders	Non-Holders	Holders	Non-Holders
1.46	\$Nil	\$Nil	\$34.00	\$25.93
5.00	\$20.00	Nil	30.00	24.42
4.20	1.00	Nil	66.83	17.00
0.00	Nil	\$20.00	32.00	5.00

interviewed.



TABLE 40

COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS' AV  
STATIONERY AND OTHER SUPPLIES' PURCHASES - MEDICAL

Year of Study	General Interest Books & Journals		Academic Journals	
	Holders	Non-Holders	Holders	Non-Holders
1st	\$8.33	\$4.17	\$ Nil	\$ Nil
2nd	\$53.64	\$37.64	Nil	Nil

TABLE 41

COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS'  
STATIONERY AND OTHER SUPPLIES' PURCHASES - SCHOOL

Year of Study	General Interest Books & Journals		Academic Journals	
	Holders	Non-Holders	Holders	Non-Holders
	\$20.67	\$2.79	\$0.86	\$0.42

TABLE 40

HOLDERS' & NON-HOLDERS' AVERAGE

SUPPLIES' PURCHASES - MEDICAL FACULTY

	Academic Journals		Stationery & Equip	
	Holders	Non-Holders	Holders	Non-Holders
	\$ Nil	\$ Nil	\$110.80	\$30.
	Nil	Nil	158.71	\$103.

TABLE 41

HOLDERS' & NON-HOLDERS' AVERAGE

SUPPLIES' PURCHASES - SCHOOL OF EDUCATION

	Academic Journals		Stationery & Equip	
	Holders	Non-Holders	Holders	Non-Holders
	\$0.86	\$0.42	\$31.86	\$32.

TABLE 40

COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS' PURCHASES OF STATIONERY AND OTHER SUPPLIES' PURCHASES

Best Books & Journals		Academic Journals
Non-Holders		Holders
\$4.17		\$ Nil
\$37.64		Nil

TABLE 41

COMPARING SCHOLARSHIP HOLDERS' & NON-HOLDERS' PURCHASES OF STATIONERY AND OTHER SUPPLIES' PURCHASES

Best Books & Journals		Academic Journals
Non-Holders		Holders
\$2.79		\$0.86

TABLE 40

ING SCHOLARSHIP HOLDERS' & NON-HOLDERS' AVERAGE  
AND OTHER SUPPLIES' PURCHASES - MEDICAL FACULTY

Books & Journals Non-Holders	Academic Journals		Stationery & Equipment	
	Holders	Non-Holders	Holders	Non-Holders
\$4.17	\$ Nil	\$ Nil	\$110.80	\$30.50
\$37.64	Nil	Nil	158.71	\$103.43

TABLE 41

ING SCHOLARSHIP HOLDERS' & NON-HOLDERS' AVERAGE  
ERY AND OTHER SUPPLIES' PURCHASES - SCHOOL OF EDUCATION

Books & Journals Non-Holders	Academic Journals		Stationery & Equipment	
	Holders	Non-Holders	Holders	Non-Holders
\$2.79	\$0.86	\$0.42	\$31.86	\$32.92

reading. Scholarship holders are understandably fewer than non-holders, so the proportion of the few who do such reading fall more on the bigger number of non-holders than holders. This probably accounts for the lower purchases in certain cases.

The scholarship holders' average can match and at times exceed the average student's purchases of such materials as many instances of holders' purchases exceeding. The average for the faculties (Tables 29 - 34) can be cited.

#### Projecting Such Requirements from 1965 to 1970.

The basis for projection are as in projecting text requirements. The student figures are as before while the dollar values are as in Tables 29-34, with one alteration i.e. the third year Engineering purchase of academic journals and reports. Instead of the listed \$34.00, the average of the second and fourth year purchases (\$7.99) is used. The spending on stationery and equipment of the Medical students were estimated as:

Third year	-	\$40
Fourth year	-	100
Fifth year	-	40
Sixth year	-	120

As in the case of texts, increased population naturally involves additional spending on stationery, equipment, general interest books and journals. But here the rate of increase have a fair range of differences.

TABLE 42  
RATES OF INCREASE

Year	Population	Other Books	Academic Journals	Stationery & Equipment.
1966	123	127	127	125
1967	148	155	156	148
1968	179	187	190	140
1969	204	217	218	204
1970	239	256	250	240

From the figures above (all faculties combined), stationery and equipment have increases at rates equivalent to population growth, but for academic journals and other books, population growth lags behind purchases. But significantly, rates for other books of Medical Faculty are below population growth. This is because for third to sixth year of study, the estimates supplied listed purchases of other books as nil. But for stationery and equipment, rates of increases are ahead of population growth. This is mainly due to the costliness of their equipment like skeletons (\$180.00 per set) and stethoscope (\$56.00 each). Despite the slower increase in the Medical Faculty, the overall increase is greater than the population in the other books' section.

The stationery and equipment section can be considered as having a high degree of accuracy. The survey figures for this were found to be reasonable and lacked wide fluctuations among students interviewed. There is no reason to believe that these requirements would vary to any considerable degree.

The problems and limitations of these projections are essentially similar to those faced in projecting text requirements. But here the effect of new and Japanese editions do not apply to stationery, equipment or journals.

TABLE 43  
RATES OF INCREASE - MEDICAL FACULTY

Year	Population	Other Books	Stationery & Equipment.
1966	131	147	162
1967	164	131	171
1968	200	151	229
1969	213	172	242
1970	242	191	269

1965 = 100

TABLE 44

ESTIMATED FRESH STUDENTS AND PURCHASES OF STATIONERY AND OTHER SUPPLIES  
1965 - 1970 - SUMMARY

Faculty	1965 - 1966				1966 - 1967		
	Students	Other Books	Academic Journals	Stationery	Students	Other Books	A
Agriculture	123	\$ 978.10	\$261.26	\$3,153.45	136	\$1,097.95	\$
Arts	1,415	24,882.68	5,689.37	40,088.94	1,795	31,314.12	7,
Engineering	256	6,362.58	1,214.25	13,681.28	305	7,787.63	1,
Science	459	4,263.00	592.05	13,718.97	512	4,625.34	
Medicine	133	781.36	Nil	9,245.76	174	2,621.44	
Education	121	1,502.82	78.65	3,914.35	158	1,962.36	
Total	2,507	\$38,770.54	\$7,835.58	\$83,802.75	3,080	\$49,408.84	\$9,

Faculty	1967 - 1968				1968 - 1969		
	Students	Other Books	Academic Journals	Stationery	Students	Other Books	A
Agriculture	147	\$1,171.65	\$309.06	\$3,764.98	167	\$1,336.40	\$
Arts	2,278	40,425.30	9,230.91	64,743.25	2,822	50,175.86	11
Engineering	343	9,095.54	1,831.95	16,678.60	388	9,779.19	2
Science	559	5,032.72	715.42	17,044.53	617	5,670.86	
Medicine	218	2,325.94	Nil	15,824.62	266	2,693.72	
Education	176	2,185.92	114.40	5,693.60	234	2,906.28	
Total	3,721	\$60,287.07	\$12,201.74	\$123,749.58	4,494	\$72,562.31	\$14

# PHASES OF STATIONERY AND OTHER SUPPLIES 1970 - SUMMARY

Stationery	1966 - 1967		Academic Journals	Stationery
	Students	Other Books		
153.45	136	\$1,097.95	\$ 290.68	\$3
088.94	1,795	31,314.12	7,268.54	50
681.28	305	7,787.63	1,617.23	15
718.97	512	4,625.34	682.77	15
245.76	174	2,621.44	Nil	14
914.35	158	1,962.36	102.70	5
802.75	3,080	\$49,408.84	\$9,961.92	\$10

Stationery	1968 - 1969		Academic Journals	Stationery
	Students	Other Books		
764.98	167	\$1,336.40	\$ 369.26	\$4
743.25	2,822	50,175.86	11,440.70	80
678.60	388	9,779.19	2,072.82	18
044.53	617	5,670.86	815.72	18
824.62	266	2,693.72	Nil	21
693.60	234	2,906.28	152.10	7
,749.58	4,494	\$72,562.31	\$14,850.60	\$1

TABLE 44

## ATED FRESH STUDENTS AND PURCHASES OF STATION 1965 - 1970 - SUMMARY

- 1966			
Other Books	Academic Journals	Stationery	Students
\$ 978.10	\$261.26	\$3,153.45	13
24,882.68	5,689.37	40,088.94	1,79
6,362.58	1,214.25	13,681.28	30
4,263.00	592.05	13,718.97	51
781.36	Nil	9,245.76	17
1,502.82	78.65	3,914.35	15
38,770.54	\$7,835.58	\$83,802.75	3,08

- 1968				
Other Books	Academic Journals	Stationery	Stud	
\$1,171.65	\$309.06	\$3,764.98	16	
40,425.30	9,230.91	64,743.25	2,82	
9,095.54	1,831.95	16,678.60	38	
5,082.72	715.42	17,044.53	61	
2,325.94	Nil	15,824.62	26	
2,185.92	114.40	5,693.60	23	
\$60,287.07	\$12,201.74	\$123,749.58	4,49	

TABLE 44

ED FRESH STUDENTS AND PURCHASES OF STATIONERY AND OTHER SUPPLIES  
1965 - 1970 - SUMMARY

- 1966			1966 - 1967			
Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery
\$ 978.10	\$261.26	\$3,153.45	136	\$1,097.95	\$ 290.68	\$3,411.14
24,882.68	5,689.37	40,088.94	1,795	31,314.12	7,268.54	50,519.01
6,362.58	1,214.25	13,681.28	305	7,787.63	1,617.23	15,494.54
4,263.00	592.05	13,718.97	512	4,625.34	682.77	15,378.59
781.36	Nil	9,245.76	174	2,621.44	Nil	14,950.72
1,502.82	78.65	3,914.35	158	1,962.36	102.70	5,111.30
38,770.54	\$7,835.58	\$83,802.75	3,080	\$49,408.84	\$9,961.92	\$104,865.30

- 1968			1968 - 1969			
Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery
\$1,171.65	\$309.06	\$3,764.98	167	\$1,336.40	\$ 369.26	\$4,200.61
40,425.30	9,230.91	64,743.25	2,822	50,175.86	11,440.70	80,295.90
9,095.54	1,831.95	16,678.60	388	9,779.19	2,072.82	18,662.55
5,082.72	715.42	17,044.53	617	5,670.86	315.72	18,628.72
2,325.94	Nil	15,824.62	266	2,693.72	Nil	21,175.36
2,185.92	114.40	5,693.60	234	2,906.28	152.10	7,569.90
60,287.07	\$12,201.74	\$123,749.58	4,494	\$72,562.31	\$14,850.60	\$150,533.04



TABLE 44 (Continued)

Faculty	1969 - 1970				1970 - 1971			
	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery
Agriculture	180	\$1,444.25	\$373.06	\$4,586.97	214	\$1,705.00	\$ 461.58	\$5,172.55
Arts	3,257	59,256.22	13,377.14	93,623.13	3,803	69,999.46	15,423.41	110,445.99
Engineering	421	10,664.20	2,237.49	20,469.09	494	12,378.44	2,480.92	25,328.45
Science	676	6,165.90	878.67	20,402.55	799	7,331.58	963.82	23,797.97
Medicine	283	3,055.94	Nil	22,328.80	322	3,413.16	Nil	24,160.96
Education	294	3,651.48	191.10	9,510.90	355	4,409.10	230.75	11,150.75
Total	5,111	\$84,238.09	\$17,057.46	\$170,921.44	5,991	\$99,236.74	\$19,560.48	\$220,736.72

E 44 (Continued)

1970 - 1971				
Stationery	Students	Other Books	Academic Journals	Stationery
586.97	214	\$1,705.00	\$ 461.58	\$5,
623.13	3,803	69,999.46	15,423.41	110,
469.09	494	12,378.44	2,480.92	25,
402.55	799	7,331.58	963.82	23,
328.80	322	3,413.16	Nil	24,
510.90	355	4,409.10	230.75	11,
0,921.44	5,991	\$99,236.74	\$19,560.48	\$2

TABLE 44 (Conti

1969 - 1970			
Books	Academic Journals	Stationery	Students
25	\$373.06	\$4,586.97	2
22	13,377.14	93,623.13	3,8
20	2,237.49	20,469.09	4
90	878.67	20,402.55	7
94	Nil	22,328.80	3
48	191.10	9,510.90	3
09	\$17,057.46	\$170,921.44	5,9

TABLE 44 (Continued)

1969 - 1970			1970 - 1971			
Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery
25	\$373.06	\$4,586.97	214	\$1,705.00	\$ 451.58	\$5,454.57
22	13,377.14	93,623.13	3,803	69,999.46	15,423.41	110,460.24
20	2,237.49	20,469.09	494	12,378.44	2,480.92	25,214.09
90	878.67	20,402.55	799	7,331.58	963.82	23,990.74
94	Nil	22,328.80	322	3,413.16	Nil	24,887.36
48	191.10	9,510.90	355	4,409.10	230.75	11,484.25
09	\$17,057.46	\$170,921.44	5,991	\$99,236.74	\$19,560.48	\$201,491.25

## THE FEASIBILITY OF SETTING UP A BOOK SHOP ON THE CAMPUS

### Prices and Profitability.

The range of selling prices of text is wide. A book in the Penguin series generally costs \$1.50 but one by American publisher Richard Irwin often costs no less than \$30.00. As mentioned, some American texts are now reproduced in cheaper Japanese editions. But they do not constitute a big portion of the texts required. However, there is a possibility of this portion being increased.

From the stocks on display in major shops like the University Book Store, Marican & Sons and Ensign, it would be reasonable to assume that a very sizeable if not greater portion of their business depend on sale of texts required by Form Six, College and University students. They handle mainly books that are the needs of students in the tertiary education level.

For American texts, prices are not printed on the books by publishers. As such, retail prices depend on cost price and mark-up. The mark-up can be extremely high. But for British and Japanese texts, publishers have prices printed on the books and so stores cannot charge prices above those. Hence the mark-up of prices are not totally at the stores' discretion. Rather it depends greatly on the percentage of discounts publishers grant. This can vary from 15 - 33.1/3% of published prices (The figures are for British books. Mark-up for other foreign books are not available). A Sterling shilling at the current rate of exchange is approximately 42¢, but the stores charge 43¢ or even 45¢ per shilling. Thus they gain on exchange and discounts. For those books that are granted low discounts a shilling is considered as equivalent to 50¢. Thus a publisher discount of 15% means a cost price (per shilling) of  $(85 \times 42)¢ = 35.8¢$ . Sold at 50¢ profit will be 14.2¢ i.e. a 34% mark-up. A 33.1/3% discount results

in a cost price (per shilling) of  $(66.2/3 \times 42)\text{¢} = 28\text{¢}$ . Sold at 43¢, profit will be 15¢ i.e. a 36% mark-up. Hence mark-up is generally above 30%. Transport costs may be borne by either party. A publisher may grant higher discounts without bearing transport charges or vice versa.

The increasing number of shops in Kuala Lumpur alone indicates that this trade is profitable to a certain degree. Furthermore, some stores like the University Book Store have been in existence for a good number of years. If they have not been receiving a reasonable return on investment, they would have liquidated their businesses by now.

As for stationery, equipment and other book requirements, it cannot be said that the University needs are very important to the dealers. The bulk buyers like commercial firms make very considerable purchases. The University population's requirements for equipment, particularly scientific equipment, are not large. But the trade in stationery is profitable. A realm of foolscap paper generally costs \$3.00 - \$3.20 but if one knows the proprietor, the selling price need only be \$2.50 and yet (in the words of one proprietor) he makes a small margin. Thus the mark-up is above 25%. A two - hundred pages exercise book generally costs 90¢ but one can get a copy for 55¢. Here the mark-up is above 60%. These prices quoted are not bulk but retail prices.

Table 45<sup>1</sup> gives an indication of the profitability. The percentages of net profits to sales do not stagnate but increase every year. Over a period of six years, the net profit is more than trebled while expenses increase by less than 25%. The figures derived are on the basis that the campus store obtains 40% of total purchases (excluding academic journals which are mainly from the respective departments). The gross profit margin is estimated at an average of 30%. The store is also assumed to operate for 12 months of the year.

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1. Refer Appendix XV for detailed calculations. Pg.89

## ESTIMATED PROFITS OF THE CAMPUS STORE

1965 - 1970 - SUMMARY

Year	Sales	Gross Profits	Total Expenses	Net Profits	Percentage of Net Profits to Sales.
1965-1966	\$157,155	\$47,147	\$19,680	\$27,467	17.5
1966-1967	195,344	58,603	20,640	37,963	19.4
1967-1968	235,965	70,790	21,600	49,190	20.8
1968-1969	282,929	84,879	22,460	62,319	22.0
1969-1970	320,644	96,193	23,520	72,673	22.7
1970-1971	377,216	113,165	24,480	88,685	23.5

It may be possible that the store be closed during the long vacation and its rental charges be reduced on a system like that of the University canteen. However this may not be likely. For everyday the canteen closes, it loses business. But the book shop differs. Students are in effect making all their purchases within eight months (during term time) rather than spreading them over the whole year. On the other hand, students would not eat in eight months what they would eat in twelve months, at the canteen.

The Co-operative Store presently has a part-time sales girl i.e. she is paid only eight months of the year when the store is open for business. A book store in theory can be operated by such part time staff. However, unlike waitresses, bookstore assistants must have a fair degree of education and intelligence. Such people can obtain jobs easier than the less educated (at times uneducated) waitresses. Hence it can be expected that they will not stay permanently with the store on a part time basis. To have frequent changes of staff would impair the efficiency of the concern.

To close the store during the long vacation and employ part time staff (with a permanent manager) would reduce expenses. But this has to be weighed against the loss of efficiency and it is not recommended here.

### Sources of Supply

Local retailers get their stocks of texts direct from the publishers who are mostly foreign. The shops seem to have very steady sources of supply and are also well informed of new books on the market as they periodically receive catalogues from publishers. Sources of supply are all vertical and not horizontal. One shop would not undertake to supply another though one may be out of stock. If they ever do, the prices charged would be the existing retail prices with no special discounts or commissions. This is due mainly to the fact that books are speciality goods where a customer would take the trouble to seek for them although the shop he frequents or patronises does not have them. Thus, supplying a rival is like cutting ones own throat. As such retailers depend on direct suppliers.

The biggest problem is that being mainly foreign publishers, an order has to take six to ten weeks before being fulfilled. This time lag is cumbersome to students who generally are not in a position to wait. Thus, book shops need to keep considerable stocks and of the right kind which means tying down capital.

A new store may take time to established contacts with the publishers. Being foreigners, they might question the trust worthiness and genuinity of the store. For sometime they might not be willing to extend credit to the store. However, after sometime, credit terms can be expected. These vary from 30 - 90 days depending on publishers.

For other books, the demand is mainly for books on display and very seldom one hears of general interest books being out of stock.

The academic journals are mostly purchased from the respective departments in the University and in the case of Engineering students, they subscribe to the respective Engineering institutes. These are seldom, if at all, handled by local book shops. It is possible to arrange for a store to market journals produced by the various University societies. But sales of these are small. The societies normally promote their journals at schools throughout Malaya. This entails writing and later, posting any orders to the schools, all of which involves too much work in consideration of the returns from the small sales. Stores as such would not be losing much profit opportunities if they avoid this line.

As for stationery, the dealers have numerous suppliers close at hand and do not seem to run out of stock. This is mainly due to keeping of large stocks since these goods are standardised and have no new fashions or editions. A newly established store should have no difficulty of getting suppliers. The University Students' Union and the University Co-operative Stores Society Limited have a regular supplier. However, a new store initially may not receive liberal credit terms but on proving its reliability, this should be no problem.

#### Will Students Purchase from a Campus Store ?

The analysis of points of purchases (Chapter V) shows that the University Co-operative Store had poor sales of books and stationery. The main reason behind this is the lack of stocks. In fact, the Co-operative situated at the canteen was not interested in selling books. The stocks they had in hand were "left-overs" from a few years ago. Since 1962, no further purchases were made, but instead an attempt was made to rid itself of the old stocks. Hence, the poor sales was not due to the unwillingness of students to patronise that store.

At the moment, the campus is seven to eight miles away from any major bookstore which are all, without exception,



in Kuala Lumpur. The majority of the students are resident in the residential colleges or in Petaling Jaya. To those who possess their own means of transport travelling to Kuala Lumpur to get a book would not be as great a problem as those who depend on public means of transport. A number of those interviewed have complained of this. A more conveniently situated shop, like on the campus, would be of benefit to everyone. Every student has to be on the campus at one time or another. To travel from any faculty to a centrally positioned store would not entail travelling more than one mile.

A common complaint of the students interviewed is that shops are often out of stock. A store on the campus would find it in a better position to be in touch with the student requirements than shops outside. Keeping in close contact with the departments, the store can know in advance what texts students would need. For example, before a new session starts, the store can obtain book lists and order in advance. All these would result in the store being better stocked both in the numbers of a particular book and in the range of texts. Consequently, the probability of running out of stock is reduced and students need not visit several stores in order to get their requirements as they do so now.

Another common grievance of the students is that books are expensive. The listed selling prices are generally specified by publishers and cannot be altered. But retailers can grant higher discount rates to the students as some are doing. Some grant 10% discount on all books be it American, Japanese or British. Others give 10% on American and Japanese books but 14% on sterling books (i.e. at 43¢ per shilling). The higher the discount the more favourable will it be to students. The more will they patronise that store. One cent less per shilling might seem little in absolute terms but considering a text of sixty shillings, this would result in a lower price by 60¢. Ten such

purchases would mean a saving of \$6.00. However small the difference may be, the idea of a lower price than what has to be paid for in another shop gives great satisfaction to the students.

A shop of particular service to the students may receive favourable consideration of the University authorities who might therefore impose lower rentals for space, etc. This possible reduction in expenses if followed by lower selling prices would meet with great favour from both students and the authorities.

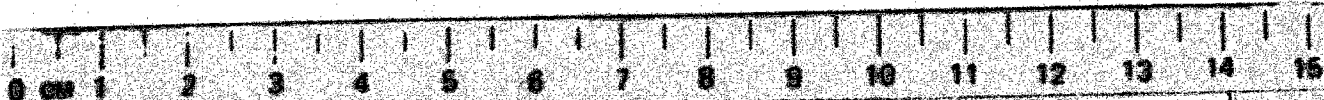
However, a store on the campus cannot expect to have a monopoly of the sizeable University market, especially in stationery, equipment and general interest books. External and possibly internal competition exists. As mentioned earlier, purchases of stationery have been mainly from any convenient store and a store on the campus need not be convenient to all students at all times. But if properly stocked, and well managed, there is no reason why it cannot obtain a sizeable share of the market.

### The Finding

The projections prove the existence of a large market among the students with a definite increasing trend in future years. The trade is therefore expected to be profitable. It has been pointed out that the projections are most likely to be underestimated. This, in effect, means that the actual profitability is above the estimated. Sources of supply are readily available though involving some time and effort to establish. A store on the campus has certain advantages over external shops. As such, it is a logical conclusion that a store can be set up on the campus to serve the needs of the undergraduates. In fact, it should be set up to ease some of the students' purchasing difficulties.

A start to establish the store on the campus should be made as early as possible. It is strongly recommended that the store should be in business by the opening of the session 1966-1967. The earlier it is established, the more benefits would accrue to the students and the store can reap more profits. Negotiations

for any necessary arrangements should be made during the remaining terms of this session. During the long vacation, the store must obtain its stocks and prepare for the opening of the new session.



## ALTERNATIVE TYPE OF STORE THAT CAN BE SET UP.

What type of store should be set up ?

There are four alternatives :-

1. One established by the University authorities.
2. The University Co-operative Stores Society Limited.
3. The University Students' Union.
4. A private concern.

### Should It Be Run by the University Authorities ?

In all schools, the authorities manage a book shop that satisfy the text and stationery requirements of the pupils. The University authorities can operate one along the same lines. This would necessitate the forming of a new section in the administration. Additional staff would be needed to man the purchasing, pricing and sales departments.

Presently, the library has its own purchasing department which is in direct contact with the publishers. Most of the books purchased are direct orders to publishers. It may be possible for this library department<sup>to</sup> work in close co-operation with the book store. This would just entail enlarging the existing department without the need to establish a new one.

The University administration daily requires stationery. Thus, it has established contacts with local bulk suppliers. This section can be enlarged to purchase for the store as well.

There should not be much problems on the purchasing side. This leaves the pricing and sales section to be handled, which is something new to the authorities. It is possible to employ the services of a professional manager, to handle these two aspects. The cost of his service is difficult to arrive at but is probably in the region of \$400-500 per month.

A store managed by the authorities can be along one of two lines. Firstly, it can be a profit making concern like any other store. Alternatively, it can be in existence just to provide services to the students, with a non-profit making objective. This would help reduce the burden on the students' finances. But the store must be self-supporting.

In any case, the biggest question to settle is the willingness of the authorities to undertake the additional work and responsibilities. The authorities definitely realise the existence of the market but in its nearly seven years of existence, has made no move or proposals to undertake the task. This may be interpreted as an indication of reluctance.

#### A store by the University Co-operative Stores Society Limited ?

The University Co-operative previously conducted its business at the canteen and Third Residential College. The store at the canteen is now shifted to the Arts Extension Building. There are plans to deal in new and second hand texts from session 1966-1967. There are no final decisions yet but (for new texts) it is intended to be supplied direct by publishers. Stationery, at the moment, are being supplied by a local dealer and sold at prevailing market prices.

There have been attempts in the past to sell texts but failure was the result as large number of stocks are still on hand. No records were kept and so the reason for its failure cannot be analysed. During the session 1962-1963, an attempt was made to sell consignments from local shops. Again it failed because of the delay stocks were put into the market. The Co-operative did not place the books on the market till the third to fourth week of the session by which time most students have completed their purchases. Moreover, the commission offered to the Co-operative was exceedingly small - somewhere in the region of 1 - 2% per shilling sold.

Particularly in texts, the Co-operative would have some problems trying to establish sources of supply. Being new

to the publishers, credit terms may not be available. This would involve cash to obtain supplies. Moreover, there is the question of tied - down capital. Even local bookstores experience this difficulty. With a poor knowledge of the market size, these shops have the additional problem of inventory control. With new and paper-back editions, old stocks may not be sold at all though these books are still being recommended. This problem may not be so severe to the Co-operative store which is in closer contact with the market. However, it does not know its market share. There is also the managerial problem. The Society is run by students and lecturers who cannot devote full-time attention to it. But to manage a store requires full-time services. It can obtain the services of a professional manager but the benefits must be weighed against the costs. There is also the question of supervising him.

The Society intends to conduct its business in texts and stationery only at the Arts Extension. This is an unfavourable site as it is in a hidden corner. Students of other faculties do not know of its existence. In fact, many non - Arts students do not know of the whereabouts of the Arts Extension. From the way the Co-operative is advertising, it seems to be only interested in the business of the Arts students. Posters appear only in the Arts Faculty and are non-existent in other faculties.

At the moment, the Co-operative store does not pay rent. But if it is to occupy a more central position on the campus, the Co-operative may not obtain this privilege from the authorities. Hence the presently non-existent overhead would have to be borne.

#### Can the Students' Union Manage One ?

If the Students' Union is to manage one,<sup>1</sup> the difficulties faced would be essentially the same as those faced by the Co-operative Society - sources of supply of texts, finance and the managerial question.

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<sup>1</sup>. There is existing a store at the Union House which is not under the Union's management but is a private concern renting the space from the Union.

From the manner the Union controls and maintains its equipment, especially sports equipment, it is strongly felt that the Union is not fit to run a book store which requires proper systematic inventory control.

The only advantage here is that it has a ready position at the Union House (where an existing store stands) to establish the new store. This would mean that there is no need to incur rental charges though the Union would not receive rent as it is doing now.

#### Why Not a Privately Run Store ?

A final alternative is to invite one of the major local stores to establish a branch on the campus. The University Book Store had such a store in the early 1960's at the Engineering Faculty. According to the manager, the store was doing "quite well" (exactly how well, the manager would not disclose). However, after some time, the store terminated its business solely because the Faculty required the space occupied by the store for its staff room.

If a hidden away store with many students having no knowledge of its existence was a profitable concern, a centrally placed store with wide publicity given should fare better.

Such a store would not have the problems of management and sources of supply. Having a branch would mean increases in expenses, but there is every possibility of increases in sales. The expected profit figures indicate that the branch can earn considerable income. Students who formerly were not customers of this store may turn to it out of convenience, avoiding the trouble of travelling to Kuala Lumpur to one of the other stores.

Such a store is in a more advantageous position than the other alternatives. But would any of the local stores be interested in this venture ? They should be due to the expected profitability. In fact, the manager of Marican & Sons Limited had stated that he is keen to establish a branch on the campus.

### The Recommendation.

A privately run store has fewer problem to over come. With the experience from organising its head office, the staff of the branch on the campus can quickly establish itself efficiently.

Some initial problem like physical facilities of the store may exist. But the arrangements for establishing the store - its location, rental charges, etc. - can be negotiated between the University authorities and the store. The basis for choosing the store should be one that offer the best services at the lowest prices. A store like Marican or Jublee is preferred to University Book store as the latter charges exhorbitantly higher prices. The authorities should insist on the store charging the lowest prices possible, but allowing for a fair margin to the dealer.





## CHAPTER X

### MANAGING THE STORE

#### Location of the Store.

It must be favourably placed in a central position. Having it in any one of the residential colleges or faculties is not a good idea. Students of one faculty do not generally visit other faculties. "either non-hostellites nor residents of one college like to travel to another college to make their purchases. Situating it in one of these places gives the impression that the store belongs to that faculty or residential college.

The store at the canteen is not very favourable too. Not all students visit the canteen. In fact, Medical or Arts students living in Petaling Jaya may find it out of their way.

But all students visit the library for a few days if not all of the week. It is suggested that a store in the vicinity of the library would be most suitable. A new building can be placed adjoining the library at the car park.

The University authorities can set up the building and rent it to the store. It would incur a capital expenditure but over the years, this would be recovered and beyond that, rental charges would be profits to the University. If the authorities are not willing to incur this expenditure, the Students' Union may be given permission to undertake the task or a grant from the Government can solve the problem.

#### Promotion Required.

Being new, this store would necessarily require to advertise itself. The advertisements should be basically informative ones. They should be used to inform the students of the existence of the store and its location. It must emphasise the fact that it is there to serve the needs of the

students and that it caters for everyone in all text and stationery requirements. The advertising campaign is only necessary at the initial stages of the store. Once it is established and the advertisements taken effect, the store can tune down the intensity of its campaign considerably. There may only be need for some scattered reminder posters and an occasional advertisement in the Mahasiswa Negera (organ of the Students' Union) and the various societies' journals.

#### Stocks That Should be Handled

The store must cater for all students' needs in text, other books, stationery and possibly, equipment. The idea of having a store on the campus is to reduce students' purchasing problems. Thus, if it does not cater for all needs, the objective is defeated. However, besides these, it should not indulge in "non-book" items like soap, detergent, sweets, etc. For these sales are not high and very profitable. Moreover there are many other stalls on the campus that cater for these needs.

To reduce the risk of having stocks left-over, this store must be in close and constant touch with the respective departments (for lists of texts) and the administration (for population statistics).

The second hand books presently are not conducted along formal sales channels. But it is recommended that the store does not branch into this line. It is found that this market is small and insecure. In later years, it may dwindle. Moreover, there have been no fixed pricing policies. The store, if it enters into this field, would have to establish a policy which may not meet with students' favour. Some students may prefer to conduct their business along present lines as they give higher prices or cost less to the buyers. But considering the problem of contact between students, most would prefer to sell to the store at lower prices and others

buy at a higher price. For example, a book may be traded second hand for \$20.00 if through existing lines. But the shop would not buy it at that price and resell it at that price. It would either buy it at a lower price and sell it for \$20.00 or buy it at \$20.00 and sell it for more. In either case, it works against the students. Profit margin to the store cannot be high. Moreover, second hand books would compete with the store's sales of new texts. Hence, it is not advisable to enter this field which reduces sales of new texts, while profits are not as high.

#### Hours of Business

Lectures in the University generally start at 9 a.m. There are some at 8 a.m. and those who come for these would not come earlier just to visit the store since they can do so later in the day. The store can open for business later than normal office hours. It can be practical to open at 9.30 a.m. but close of at 5.30 p.m. or 6 p.m. During lunch hours, the store must not be closed because it is during this time that at one time or other, all students would be free and most probably visit the store. The idea behind keeping the store open till 5.30 p.m. or 6 p.m. is that from 5 - 7 p.m. there are few classes on. Students are free then. So for those who do not wish to visit the store during lunch hours can do so in the evenings. For Saturdays, it can open just for half day. It may be a good idea to have the store open from 9.30 - 11.30 a.m. on Sundays in case students wish to make "emergency" purchases. On Sundays, just one clerk should be sufficient to man the stall. There is no need to pay the assistant overtime. Longer annual paid leave can be granted in lieu. During the long vacation, there would not be much work at the store. The assistants can then

be given the longer leave of say, three weeks instead of the normal two. In addition, they can be granted about three days of unrecorded leave during the University's long vacation. This arrangement just amounts to getting the assistants to work longer during the eight months when the University is in session.

During the few months of the long vacation, the store's staff can take stock of its inventory, place purchasing orders and make all other preparations necessary for the opening of the new session. Business transactions would be few then.

APPENDIX I

THE QUESTIONNAIRE

SURVEY OF TEXT BOOK, STATIONERY  
AND EQUIPMENT REQUIREMENTS OF  
UNIVERSITY STUDENTS  
Department of Economics, UMKL.

1. Name \_\_\_\_\_
2. Present Address \_\_\_\_\_  
\_\_\_\_\_
3. Faculty: \_\_\_\_\_
4. Department: \_\_\_\_\_
5. Year of Study      1      2      3      4      D
6. Are you a Scholarship/Bursary holder?    Yes \_\_\_\_\_.    No \_\_\_\_\_
7. If yes, name of Scholarship/Bursary: \_\_\_\_\_  
\_\_\_\_\_
8. Did you buy any text book, stationery or equipment during this academic year?    Yes \_\_\_\_\_.    No \_\_\_\_\_.
9. If yes, fill in the attached form. (Note: This question should be completed before continuing with subsequent questions).
10. How many of your courses prescribed one or more texts?  
\_\_\_\_\_ out of \_\_\_\_\_ courses.
11. How many of the prescribed texts were you able to purchase?  
\_\_\_\_\_ out of \_\_\_\_\_ prescribed texts.
12. How did you manage the other prescribed and recommended books which you were unable to buy?

- a. University Library \_\_\_\_\_
- b. Department Library \_\_\_\_\_
- c. Libraries in town (specify) \_\_\_\_\_
- d. Other (Specify) \_\_\_\_\_

13. Did you have any difficulty getting your text books, stationery and equipment?      Yes \_\_\_\_\_      No \_\_\_\_\_.

14. If yes, specify the type of difficulties you have experienced.

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15. What would you suggest to solve or minimize your above difficulties?

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16. How many times during the second term did you enter a book store with the objective of browsing over some of the books?

\_\_\_\_\_ times.

17. List at least one book which you have purchased recently: (Optional)

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Year</u>	<u>Price</u>

18. Interviewer's Comment:

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19. Name of Interviewer

20. Date of Interview



## PURCHASES OF BOOKS, STATIONERY AND EQUIPMENT (\$ VA

Item	First Term	Second Term	Third Term (Forecast)	
A. <u>Book</u>				
1. Prescribed Text:				
New				
Second Hand				
2. Recommended Text:				
New				
Second Hand				
3. Other Books				
B. <u>Journal:</u>				
Academic				
Gen. Interest				
C. Institutional, Govt. Report and Statute				
D. Stationery and Supply				
E. Equipment				
Total				

ISTAKAA  
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AND EQUIPMENT (\$ VALUE)

COPIES OF BOOKS, STATIONERY AND EQUIPMENT (\$)

[illegible]

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APPENDIX II

GUIDES FOR INTERVIEWER

## APPENDIX II

### GUIDES FOR INTERVIEWER

1. Questions 1 to 5 are for checking purposes, both for you and the supervisor.

Example: you have missed out certain information during your first interview so that a call back is necessary. Your forms will be sample checked by your supervisor.

2. Question 5. If a student has been in the university for four years but is actually in third year, say, Arts, you should circle 3 and write "repeating" alongside it, assuming you are aware of this. D is for those taking Diploma in Education.
3. Questions 6 and 7 will be used for cross-tabulation with other relevant data later on.
4. Question 9.
  - (a) The dollar amount of purchases are classified into three terms.
  - (b) Since the survey is done in early third term, only an estimated purchase for the rest of the third term is necessary.
  - (c) The prescribed and recommended texts are subclassified into new and second hand books.
  - (d) Definitions
    - (i) Prescribed Text: a text specifically prescribed by the lecturer as essential to the whole course or a segment of the course.
    - (ii) Recommended Text: a text which provides further reading material for the particular course.
    - (iii) Others: those books not prescribed or recommended and would include books which may or may not be

directly associated with the course work. Example: a student of literature may purchase a wide collection of books and novels.

- (iv) Journal: This will include the journal proper and review, but does not include magazine.
- (v) Institutional and Government Reports and Statutes: e.g. Publications of U.N., ESCAPE, Govt. Department, Govt. Printer.
- (vi) Stationery and Supplies: e.g. exercise books, foolscap paper, file, ink, eraser, pen, pencil, clips, pins, etc.
- (vii) Equipment: e.g. slide rule, drawing board, laboratory equipment, stethoscope, etc.
- (viii) Major Source: name and location of the store where the majority of purchases were made. In the case of second hand books, one source would be "University co-op" or from "Third year Arts student".

5. Questions 10 and 11.

- (a) Difference between subject and course.

Example: A first year Arts student taking Economics as one of three subjects, will take four courses within the Department of Economics. In total, he will take a number of courses.

- (b) Question 10.

The answer should be 12/12 if all the 12 courses prescribed text books.

- (c) Question 11.

The answer should again be in fraction, e.g. 5/12 if the student purchased 5 out of 12 prescribed texts.

6. Question 12. If you tick off b, c or d specify the name of that library or source.
7. Questions 14 and 15. You should put down what the respondent actually said rather than what you think he said. Do not prompt him!
8. Question 16. This is to find out the browsing habits of students. The objective here is to enter a store to browse the books and may end up buying or not buying any book. If the objective is to buy a book, this is not counted.
9. Question 17. Check to ensure that the price listed is accurate - hence the emphasis on a recent purchase. If the respondent is uncertain about the price, leave this question blank. If he can quote more than one book, so much the better.
10. Question 18. This is to give you the opportunity of making your own comments about the interview, respondent, etc.

Other points to Remember.

1. Try to establish a good rapport with the respondent right from the beginning of the interview.
2. If the respondent is difficult to contact, make an appointment to meet him or her. If you cannot locate your respondent after repeated attempts, consult your supervisor.
3. Assure the respondent that any information given will be treated as confidential.
4. Try to conduct your interview in privacy, preferably without third party interference.

5. Thank your respondent after the interview.

Note

1. The interview period is from November 23-27, 1964. You should try to finish your interview as early as possible.
2. Hand over your completed questionnaires to the Secretary, Department of Economics, so that they can be checked as soon as possible.
3. All questionnaires should be handed in by November 28, 1964.
4. If you experience any difficulty, you should contact me immediately.

S.J. Chong  
(Supervisor)  
Nov. 16, 1964.



## PROCEDURE OF ADJUSTING ESTIMATED POPULATION FIGURES.

The percentage of the actual figures against Doh's estimates (of first year students in all faculties) were calculated for 1963 and 1964. The averages of the two years were next derived. The respective mean were multiplied by Doh's estimates for the period of 1965 - 1970. This was the adjusted first year students of the various faculties, e.g.

Doh's estimated first year Agriculture, 1965 - 1966 = 81 students  
 Mean percentage = 55.8%  
 Adjusted figure =  $(55.8 \times 81)$  students.  
 = 42 students.

For second year and above, Doh's figures were adjusted by promotion rates obtained from another graduation exercise <sup>1</sup>. Medical promotion rates and percentage of Bachelor of Science graduates selected for Honours courses were from Doh <sup>2</sup>. Some first year students in 1965 will be in the second year in 1966. First year students of 1965 multiplied by promotion rate for first year of the respective faculties give the second year students of 1966, e.g.

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1. A. Chew, "Statistical Analysis of Student Population In The University of Malaya, 1959 - 1964". A Graduation Exercise presented to the University of Malaya in 1965.
  2. Doh Joon Sue, Op. cit. Tables 216, Pg.389 (which is derived from Table 28 of his Honours Degree Thesis) and 218, Pg. 391.

Adjusted first year Agriculture, 1965-1966 = 46 students.

(42 fresh and 4 repeating students)

Promotion rate = 81.9%

Promoted to second year, 1966-1967 = 41 students.

The promotion rate used is  $\frac{\text{Total Passes}}{\text{Total Candidates}} \times 100 \%$

This rate can also be derived thus:  $\frac{\text{Total Passes}}{\text{Total Population}} \times 100 \%$

The second is a smaller percentage than the former since some students do not sit for the examinations through various reasons. However, the difference is negligible as the average leakage rate <sup>3</sup> from 1959 - 1964 was only 2.4%. Moreover, student statistics are compiled annually in July, but by December of a session, invariably some students would have left. Thus total population during the examination is smaller than shown on the records. This reduces the difference between the two differently derived rates.

The percentage of repeating students were also from Doh's thesis <sup>4</sup>.

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3. Leakage rate =  $\frac{\text{Total Population} - (\text{Total Passes} + \text{Total Failures} + \text{Post-graduate})}{\text{Total Population}}$

4. Doh Joon Sue, Op.cit Table 217, Pg. 360.

# APPENDIX IV

## ESTIMATED FRESH STUDENTS AND NEW TEXT PURCHASES - AGRICULTURE FACULTY.

Year	1965-1966		1966-1967		1967-1968		1968-1969		1969-1970		1970-1971	
	Students	Purchases	Students	Purchases	Students	Purchases	Students	Purchases	Students	Purchases	Students	Purchases
	42	\$2,988.30	41	\$2,917.15	47	\$3,344.05	52	\$3,699.80	57	\$4,055.55	76	\$5,407.40
	29	1,360.10	38	1,782.20	36	1,688.40	43	2,016.70	47	2,204.30	51	2,391.90
	29	2,552.00	28	2,464.00	36	3,168.00	35	3,080.00	42	3,696.00	46	4,048.00
	23	1,943.50	29	2,450.50	28	2,366.00	37	3,126.50	34	2,873.00	41	3,464.50
Total	123	\$8,843.90	136	\$9,613.85	147	\$10,566.45	167	\$11,923.00	180	\$12,828.85	214	\$15,311.80

ESTIMATED FRESH STUDENTS AND NEW TEXT PURCHASES - AGRICULTURE FACULTY.

78[illegible]

ESTIMATED FRESH STUDENTS AND NEW TEXT PURCHASES - ARTS FACULTY

67[illegible]

# APPENDIX VI

## ESTIMATED FRESH STUDENTS AND NEW TEXT PURCHASES-ENGINEERING FACULTY

Year of Study	1965-1966 Students	1966-1967 Students	1967-1968 Students	1968-1969 Students	1969-1970 Students	1970-1971 Students
1st	108	107	118	133	146	194
2nd	71	100	94	102	114	126
3rd	44	56	77	80	86	95
4th	33	42	54	73	75	83
Total	256	305	343	388	421	498
	\$10,910.16	\$10,809.14	\$11,920.36	\$13,435.66	\$14,748.92	\$19,597.00
	9,649.61	13,591.00	12,775.54	13,862.82	15,493.74	17,124.00
	9,680.00	12,320.00	16,940.00	17,600.00	18,920.00	20,900.00
	4,757.28	6,054.72	7,784.64	10,523.68	10,812.00	11,965.00
	\$34,997.05	\$42,774.86	\$49,420.54	\$55,422.16	\$59,974.66	\$69,587.00

# APPENDIX VII

## ESTIMATED FRESH STUDENTS AND NEW TEXT PURCHASES - SCIENCE FACULTY

Year of Study	1965-1966 Students Purchases	1966-1967 Students Purchases	1967-1968 Students Purchases	1968-1969 Students Purchases	1969-1970 Students Purchases	1970-1971 Students Purchases
1st	173 \$23,047.06	170 \$22,647.40	190 \$25,311.80	213 \$28,375.86	234 \$31,173.48	311 \$41,431
2nd	120 14,151.60	152 17,925.36	152 17,925.36	168 19,812.24	188 22,170.84	208 24,529
3rd	95 9,228.30	113 10,976.82	136 13,211.04	140 13,599.60	153 14,862.42	170 16,513
4th	71 6,883.45	77 7,465.15	81 7,852.95	96 9,307.20	101 9,791.95	110 10,664
Total	459 \$53,310.41	512 \$59,014.73	559 \$64,301.15	617 \$71,094.90	676 \$77,998.69	799 \$93,139

APPENDIX VIII

ESTIMATED FRESH STUDENTS AND NEW TEXT PURCHASES - MEDICAL FACULTY

Year of Study	1965-1966 Students Purchases	1966-1967 Students Purchases	1967-1968 Students Purchases	1968-1969 Students Purchases	1969-1970 Students Purchases	1970-1971 Students Purchases
1st	50 \$4,378.00	49 \$4,290.44	55 \$4,815.80	62 \$5,428.72	68 \$5,954.03	90 \$7,880
2nd	32 8,717.44	50 13,621.00	43 11,714.06	50 13,621.00	57 15,527.94	62 16,890
3rd	51 8,670.00	34 5,780.00	45 7,650.00	42 7,140.00	44 7,480.00	48 8,160
4th	-	41 8,200.00	34 6,800.00	41 8,200.00	40 8,000.00	42 8,400
5th	-	-	41 8,200.00	34 6,800.00	41 8,200.00	40 8,000
6th	-	-	-	37 3,700.00	33 3,300.00	40 4,000
Total	133 \$21,765.44	174 \$31,891.44	218 \$39,179.86	266 \$44,889.72	283 \$48,462.06	322 \$53,330.

ESTIMATED FRESH STUDENTS AND NEW TEXT PURCHASES - SCHOOL OF EDUCATION

Year of Study	1965-1966 Students Purchases	1966-1967 Students Purchases	1967-1968 Students Purchases	1968-1969 Students Purchases	1969-1970 Students Purchases	1970-1971 Students Purchases
1st	121 \$4,032.93	158 \$5,266.14	176 \$5,866.08	234 \$7,799.22	294 \$9,799.02	355 \$11,832.15



# APPENDIX IX

## ESTIMATED FRESH STUDENTS AND PURCHASES OF STATIONERY AND OTHER SUPPLIES - AGRICULTURE FACULTY

Year of Study	1965 - 1966				1966-1967				1967 - 1968			
	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery
1st	42	\$317.10	\$ 99.96	\$1,133.16	41	\$309.55	\$97.58	\$1,106.18	47	\$354.85	\$111.86	\$1,257.38
2nd	29	301.60	Nil	634.81	38	395.20	Nil	831.82	36	374.40	Nil	731.15
3rd	29	203.00	34.80	926.84	28	196.00	33.50	894.88	36	252.00	43.20	1,150.55
4th	23	156.40	126.50	458.62	29	197.20	159.50	578.26	28	190.40	154.00	558.64
Total	123	\$978.10	\$261.26	\$3,153.43	136	\$1,097.95	\$290.68	\$3,411.14	147	\$1,171.65	\$309.06	\$3,764.14

Year of Study	1968 - 1969				1969-1970				1970 - 1971			
	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery
52	52	\$392.60	\$123.76	\$1,402.96	57	\$430.35	\$135.66	\$1,537.86	76	\$573.80	\$108.88	\$2,050.16
43	43	447.20	Nil	941.27	47	488.80	Nil	1,028.83	51	530.40	Nil	1,116.16
35	35	245.00	42.00	1,118.60	42	294.00	50.40	1,342.32	46	322.00	55.20	1,470.16
37	37	251.60	203.50	737.78	34	231.20	187.00	677.96	41	278.80	225.50	817.16
167	167	\$1,336.40	\$369.26	\$4,200.61	180	\$1,444.35	\$373.06	\$4,586.97	214	\$1,705.00	\$461.58	\$5,454.16



# APPENDIX XI

## ESTIMATED FRESH STUDENTS AND PURCHASES OF STATIONERY AND OTHER SUPPLIES - ENGINEERING FACULTY

Year of Study	1965 - 1966				1966 - 1967				1967 - 1968			
	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery
1st	108	\$1,966.68	\$24.84	\$8,570.88	107	\$1,948.47	\$24.61	\$8,491.52	118	\$2,148.78	\$27.14	\$9,364.00
2nd	71	1,800.56	580.78	3,675.67	100	2,536.00	818.00	5,177.00	94	2,383.84	768.92	4,866.00
3rd	44	2,464.00	351.56	880.00	56	3,136.00	447.44	1,120.00	77	4,312.00	615.23	1,540.00
4th	33	131.34	257.07	554.73	42	167.16	327.18	706.02	54	214.92	420.66	907.50
Total	256	\$6,362.58	\$1,214.25	\$13,681.28	305	\$7,787.63	\$1,617.23	\$15,494.54	343	\$9,095.54	\$1,831.95	\$16,678.00

Year of Study	1968 - 1969				1969 - 1970				1970 - 1971			
	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery
1st	133	\$2,421.93	\$30.59	\$10,554.88	146	\$2,658.66	\$23.58	\$11,586.56	194	\$3,532.74	\$44.62	\$15,395.00
2nd	102	2,586.72	834.36	5,280.54	114	2,891.04	932.52	5,901.78	126	3,195.36	1,030.68	6,523.00
3rd	80	4,480.00	639.20	1,600.00	86	4,816.00	687.14	1,720.00	95	5,320.00	759.05	1,900.00
4th	73	290.54	568.67	1,227.13	75	298.50	584.25	1,260.75	83	330.34	646.57	1,395.00
Total	388	\$9,779.19	\$2,072.82	\$18,662.55	421	\$10,664.20	\$2,237.49	\$20,469.09	498	\$12,378.44	\$2,480.92	\$25,214.00

Year of Study	1965 - 1966				1966 - 1967				1967 - 1968			
	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery
1st	173	\$1,768.06	\$ Nil	\$4,747.12	170	\$1,737.40	\$ Nil	\$4,664.80	190	\$1,941.80	\$Nil	\$5,213.80
2nd	120	554.40	184.80	2,982.00	152	702.24	235.62	3,777.20	152	702.24	235.62	3,777.20
3rd	95	773.30	52.25	4,197.10	113	919.82	62.15	4,992.34	136	1,107.04	74.80	6,008.40
4th	71	1,167.23	355.00	1,792.75	77	1,265.88	385.00	1,944.25	81	1,331.64	405.00	2,045.20
Total	459	\$4,263.00	\$592.05	\$13,718.97	512	\$4,625.34	\$682.77	\$15,378.59	559	\$5,082.72	\$715.42	\$17,044.00

1968 - 1969				1969 - 1970				1970 - 1971			
Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery
213	\$2,176.86	\$ Nil	\$5,844.72	234	\$2,391.48	\$Nil	\$ 6,420.96	311	\$3,178.42	\$Nil	\$8,533.
168	776.16	258.72	4,174.80	188	868.56	289.52	4,671.80	208	960.96	320.32	5,168.
140	1,139.60	77.00	6,185.20	153	1,245.42	84.15	6,759.54	170	1,383.80	93.50	7,510.6
96	1,578.24	480.00	2,424.00	101	1,660.44	505.00	2,550.25	110	1,808.40	550.00	2,777.5
617	\$5,670.86	\$815.72	\$18,628.72	676	\$6,165.90	\$878.67	\$20,402.55	799	\$7,331.58	\$963.82	\$23,990.7

# APPENDIX XIII

## ESTIMATED FRESH STUDENTS AND PURCHASES OF STATIONERY AND OTHER SUPPLIES - MEDICAL FACULTY

Year of Study	1965 - 1966 Academic				1966 - 1967 Academic				1967 - 1968 Academic			
	Students	Other Books	Journals	Stationery	Students	Other Books	Journals	Stationery	Students	Other Books	Journals	Stationery
1st	50	\$278.00	\$Nil	\$2,864.00	49	\$272.44	\$Nil	\$2,806.72	55	\$305.80	\$Nil	\$3,150.40
2nd	32	1,503.36	Nil	4,341.76	50	2,349.00	Nil	6,784.00	43	2,020.14	Nil	5,834.24
3rd	51	Nil	Nil	2,040.00	34	Nil	Nil	1,260.00	45	Nil	Nil	1,800.00
4th	-	-	-	-	41	Nil	Nil	4,100.00	34	Nil	Nil	3,400.00
5th	-	-	-	-	-	-	-	-	41	Nil	Nil	1,640.00
6th	-	-	-	-	-	-	-	-	-	-	-	-
Total	133	\$1,781.36	Nil	\$9,245.76	174	\$2,621.44	Nil	\$14,950.72	218	\$2,325.94	Nil	\$15,824.64

1968 - 1969				1969 - 1970				1970 - 1971			
Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery
62	\$ 344.72	\$Nil	\$3,551.36	68	\$ 378.08	\$Nil	\$ 3,895.04	90	\$ 500.40	\$Nil	\$5,155.20
30	2,349.00	Nil	6,784.00	57	2,677.86	Nil	7,733.76	62	2,912.76	Nil	8,412.16
42	Nil	Nil	1,680.00	44	Nil	Nil	1,760.00	48	Nil	Nil	1,520.00
41	Nil	Nil	4,100.00	40	Nil	Nil	4,000.00	42	Nil	Nil	4,200.00
34	Nil	Nil	1,360.00	41	Nil	Nil	1,640.00	40	Nil	Nil	1,600.00
37	Nil	Nil	3,700.00	33	Nil	Nil	3,300.00	40	Nil	Nil	4,000.00
266	\$2,693.72	Nil	\$21,175.36	283	\$3,055.94	Nil	\$22,328.80	322	\$3,413.16	Nil	\$24,887.30

## ESTIMATED FRESH STUDENTS AND PURCHASES OF STATIONERY AND OTHER SUPPLIES - SCHOOL OF EDUCATION

1968 - 1969				1969 - 1970				1970 - 1971			
Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery	Students	Other Books	Academic Journals	Stationery
234	\$2,906.28	\$152.10	\$7,569.90	294	\$3,651.48	\$191.10	\$9,510.90	355	\$4,409.10	\$230.75	\$11,484.25

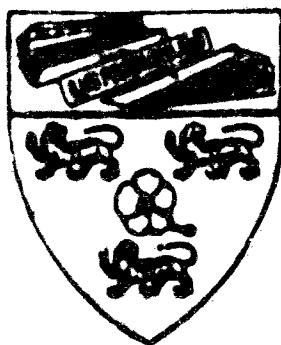
[illegible]

# APPENDIX XV

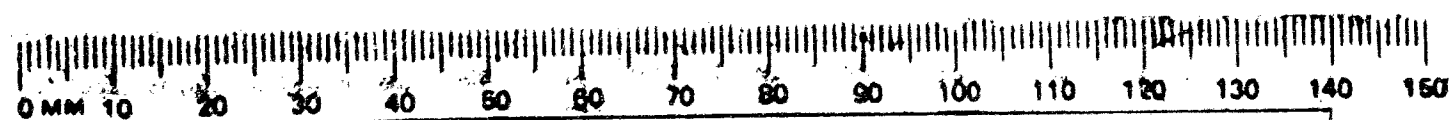
## ESTIMATED PROFITS FOR THE CAMPUS STORE, 1965 - 1970

Session	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971
Estimated Total Student Purchases	\$392,888	\$488,360	\$589,912	\$707,322	\$801,610	\$943,040
Store's Market Share i.e. Sales <sup>1</sup>	157,155	195,344	235,965	282,929	320,644	377,216
Less Cost of Goods Sold <sup>2</sup>	110,008	136,741	165,175	198,050	224,451	264,051
Gross Profits	\$ 47,147	\$58,603	\$70,790	\$84,879	\$96,193	\$113,165
Less Expenses:						
Rent <sup>3</sup>	6,000	6,000	6,000	6,000	6,000	6,000
Manager's Salary <sup>4</sup>	6,000	6,360	6,720	7,080	7,440	7,800
Assistants' Salaries <sup>5</sup>	5,280	5,640	6,000	6,360	6,720	7,080
Miscellaneous Charges <sup>6</sup>	2,400	2,640	2,880	3,120	3,360	3,600
Net Profits	\$27,467	\$37,963	\$49,190	\$62,319	\$72,673	\$88,685
Net Profit Against Sales	17.5%	19.4%	20.8%	22.0%	22.7%	23.5%

1. It is assumed that the store's market share is 40% of total student purchases.
2. The store's mark-up is estimated at 30% i.e. Gross Profits against Sales is 30%.
3. Calculated on the basis of \$500 per month.
4. Initial Salary is \$500 monthly with annual increments of \$30.
5. Salaries are for two assistants, each starting with \$200 per month with annual increments of \$15 each.
6. Estimated to be \$200 monthly at beginning but increase by \$20 every year.



**TAMAT**



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