UNESCO PUBLIC LIBRARY MANUALS

PUBLIC LIBRARIES FOR ASIA

The Delhi Seminar

UNESCO

UNESCO PUBLIC LIBRARY MANUALS. 7

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Manuals in this series

1. *Education for Librarianship*
2. *Public Library Extension*
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4. *Libraries in Adult and Fundamental Education: the Report of the Malmö Seminar*
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7. *Public Libraries for Asia: the Delhi Seminar*
8. *The Delhi Public Library: an evaluation report* (In preparation)
9. *Public Library Services for Children and Young People* (In preparation)

The Delhi Public Library.

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Ten of the photographs used in this book were taken for Unesco at the Delhi Public Library by Eric Schwab. The two seminar photographs were taken by Fotolife, Delhi.

This seminar was at once an act of faith and a challenge. It is usually accepted that there are three pre-requisites for a successful public library service. They are: a literate population, an established system of local government, and a reasonable output of books in the language of the country.

Over a great part of Asia, none of these yet exists, and if the establishment of public libraries is to wait until they do, then they may wait for many decades, in spite of the rapid progress that is being made in many countries. The idea that public libraries can not only develop but thrive in such conditions, and that they can even assist the growth of literacy, promote the publication of more printed materials, and even, to some extent, be a useful instrument in the practice of local governement, is new and challenging.

The faith in holding this seminar was justified, and the challenge was met.

It was met because of several fortunate circumstances. The seminar conducted its work on the premises of the Delhi Public Library, where modern public library practice was successfully and demonstrably working. It was also fortunate to meet in a country where the establishment of a public library system is a lively current problem in educational circles. It was obvious from the first that the Government of India looked to the seminar for practical pertinent plans, and was prepared to do everything it could to assist it to success.

But, above all, the seminar was fortunate in its participants. They had, at different levels, a combined experience of great value. Some had experience in advanced library systems, others were experimenting, either boldly or tentatively, and still others were there, frankly, to learn. In spite of diversity of experience, of race and of culture, there was no diversity of opinion on major issues in any of the three groups into which the seminar divided itself. The participants were librarians and educators, but they were also Asians, united in the belief that better and more efficient dissemination of books to the people was a necessary factor in Asian development. To a non-Asian, this underlying unity of outlook, which evidenced itself in many ways, was striking and heartening.

I believe that the recommendations that have emerged from the discussions

of the seminar are practical, economically possible, and applicable wholly to many countries and partially to all. They represent not compromise, but a fair consensus of opinion of the minimum steps that must be taken for an efficient and developing, and above all, permanent service.

The recommendations are by Asians for Asian countries, and experience in other countries has been considered and adapted. But many countries outside Asia could profitably study these recommendations, particularly those proposals for an integrated national library service. All readers of this book will find some material relevant to their own problems.

For the governments of the countries particularly concerned—those which sent participants to the seminar—the next step will be study and implementation. One does not expect rapid results, but many of the proposals are immediately practicable. Experiment in selected areas, basic legislation and public finance, facilities for training of librarians, both in Asia and outside it, national production and research centres for suitable elementary reading material, better library service for children in school and in existing libraries—these are a few of the proposals on which a start can be made. The speech of the Minister of Education for India, reproduced in this book, gives good and sufficient reasons why a start should be made now.

FRANK M. GARDNER,
Seminar Director.

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ACKNOWLEDGMENTS

This is the seventh volume in the series of *Unesco Public Library Manuals*. Like the three preceding volumes in the series, it came into being as a direct result of a Unesco seminar—in this case the public libraries seminar organized at Delhi in 1955.

Many people contributed to this volume—the specialists who prepared working papers ; the seminar director and group leaders who expertly guided the discussions; and the participants and observers who drew up the group reports and recommendations. Unesco is grateful to all these friends who gave of their time and experience.

Special thanks are due to the Government of India and the Delhi Public Library for inviting Unesco to hold the seminar in Delhi, for the excellent practical arrangements made for the meeting, and for the unforgettable hospitality shown to all members of the seminar. This excellent collaboration contributed in an outstanding way to the success of the meeting and the publication of this book.

INTRODUCTION

THE SEMINAR

The seminar on the development of public libraries in Asia, held in Delhi, 6-26 October 1955, was the first international meeting on this subject to be organized in an Asian country. It was a step forward in Unesco's continuing programme to promote public library development throughout the world. In execution of this programme, Unesco had already held a seminar on general public library problems in England in 1948; a seminar on the role of libraries in adult education at Malmö, Sweden, in 1950; a conference on the development of public libraries in Latin America at São Paulo, Brazil, in 1951; and a seminar on the development of public libraries in Africa at Ibadan, Nigeria, in 1953. In addition, it published the series of *Unesco Public Library Manuals*, organized pilot projects in collaboration with the Governments of India and Colombia and sponsored the production of two films.

The purpose of the seminar was to study the principal public library problems in Asia and to make recommendations for the development of public library services in Asia. Unesco was pleased to accept the Government of India's invitation to hold the meeting in Delhi because the busiest and most modern public library in—Asia the Delhi Public Library, which was established as a pilot project by the Government of India and Unesco in 1951—is in operation there, and it could be used as the headquarters and the 'laboratory' for the seminar. During its first four years this library lent over a million books, and it now serves 70,000 people a month. Its vigorous success has touched off a chain reaction in public library development throughout India, which it is hoped will spread to other parts of Asia.

Forty-six librarians and educators, of whom 25 were participants, 18 were observers and 3 were members of the staff of the Delhi Public Library, took part in the Delhi meeting. They came from the following countries: Afghanistan, Australia, Burma, Ceylon, India, Indonesia, Japan, Malaya-British Borneo Group, Nepal, Pakistan, Philippines and Thailand. Also repres-

ented were the United Nations, by the head of the United Nations Information Service in Delhi and a representative from the Economic Commission for Asia and the Far East; the British Council; and the United States Information Service. If seminar staff members are included, a total of 16 countries was represented. Participants and observers shared in the work of the seminar on an equal basis, and all engaged in the discussions. Of the 46 members, one participant and four observers were women.

The full co-operation provided by the Government of India lent considerable importance to the occasion. The inaugural session, held in Parliament House, meeting place of the Lower House of Parliament, before an audience of 800 people, was addressed by the Minister of Education. The principal speaker at the closing session was the Deputy Minister of Education. The high point of the seminar was the visit of Prime Minister Nehru, who spent an hour and a half at the Delhi Public Library addressing the seminar members and later chatted informally with them.

Considerable publicity was given to the seminar, particularly owing to the news value of these three ceremonial occasions. The opening and closing and the Prime Minister's visit were given excellent coverage by the Indian press and also received attention in some foreign newspapers. A newsreel on the seminar was shown in cinemas throughout India. The Prime Minister's talk at the library, the inaugural ceremony and five talks, and a discussion of the results of the seminar by participants and staff members were broadcast by All-India Radio.

The main work of the meeting was carried out in three working groups:

Group I: The development of national public library services. Leader: Mr. Frank M. Gardner, Borough Librarian of Luton (United Kingdom) and seminar director.

Group II: Provision and maintenance of elementary reading material for adults. Leader: Mr. Habib-uddin Ahmed Qazi, Officer on Special Duty, Directorate of Archives and Libraries, Pakistan Central Secretariat, Karachi.

Group III: Library services for children. Leader: Mr. Hector Macaskill, librarian, National Library Service, Wellington, New Zealand.

The official languages were English and French. An interpreter was provided, and all documents were produced in both languages.

The group discussions were based on 20 working papers prepared by librarians and educators in Asian countries and provisional study outlines drafted by the group leaders. The most important working paper was a report[1] on the assessment

1. This report will be brought out in 1956 by Unesco as a separate publication.

of the Delhi Public Library carried out by Unesco in collaboration with Indian social scientists and the library staff. The report was prepared by Mr. Frank Gardner, the seminar director. The discussion outlines, an extensive bibliography and 18 of the working papers were sent to seminar members for study well before the meeting.

A good deal of supplementary documentation was provided, and at Delhi copies of the six *Unesco Public Library Manuals* were available and a selection of Unesco publications in related fields. An excellent working collection of publications on the subject of the seminar had been assembled by the staff of the Delhi Public Library. Twenty reports on the state of public library development in Asian countries were submitted by seminar members and made available for use at the meeting. A dozen or so films on public library service in various countries were shown and a large collection of photos exhibited.

All members carried away from the meeting a warm memory of Indian hospitality. During the first week-end of the seminar the participants were guests of the Government of India on a week-end trip to Agra to see the Taj Mahal. Receptions were given in honour of the members by the Minister of Education, the Chief Minister of Delhi State, the Delhi Library Board and the Indian Library Association. Other social events included a sightseeing tour of Delhi arranged by the Government of India, recitals of Indian dancing and music, and a Unesco reception.

The three seminar groups made a number of recommendations which form the principal parts of the final group reports. Especially endorsed were the establishment of free tax-supported public library services throughout Asia, more Unesco pilot projects like the one in Delhi, creation of national centres producing easy-to-read publications, and the organization by Unesco of a demonstration project to encourage the development of library services for children in public libraries and schools.

The seminar placed considerable stress on practical accomplishments as a result of the meeting and appointed a committee to check with seminar members (in the middle of 1956) on action taken.

One immediate result of the seminar was the formation of a working committee of participants to promote the organization of an Asian Federation of Library Associations. The committee will endeavour to speed up the creation of library associations throughout Asia, and it is noped that the federation can be formally set up by the constituent national associations by the beginning of 1957. The president of this working committee is Mr. Severino I. Velasco, who is also president of the Philippine Library Association.

INAUGURAL ADDRESS

by

MAULANA ABUL KALAM AZAD [1]

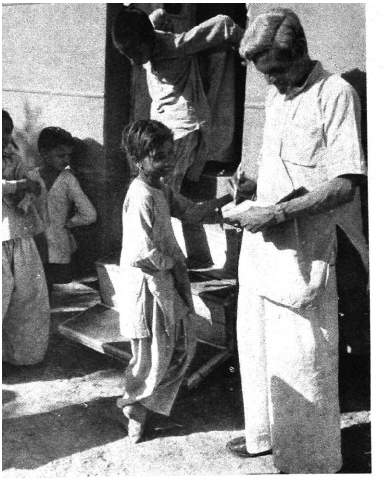
It is hardly necessary for me to stress the great contribution which libraries can make towards a dissemination of knowledge throughout the community. They are the depositories of ancient knowledge and the seed-beds for new knowledge. Their proper use must, therefore, be a part of a national plan of educational development. Carlyle once described the library as the university of the modern age. Nowhere is this description truer than in the Asian countries. Millions cannot at present be offered facilities of study even in secondary schools, let alone in universities. The services of a library can, however, be made available to all of them. I am happy to say that in the Delhi Public Library India has, in co-operation with Unesco, developed an institution which may well serve as a model of the way in which libraries can be utilized for popular education.

The need for a proper development of library service in these Asian regions is the greater because of two considerations. Owing to certain historical circumstances the people of Western Europe forged ahead in man's race for higher civilization from the middle of the sixteenth century. By the nineteenth century the supremacy was almost complete. The twentieth century has, however, driven home the lesson that the world cannot progress so long as any part of humanity lags behind. Sections of the world which had fallen behind must be brought to a level with the more advanced sections if we are to secure peace, prosperity and progress for all. In the political field, this has led to a repudiation of colonialism by the enlightened conscience of mankind. In the economic field, it has led to a move for ending exploitation of man by man both internally and externally. Inequalities cannot, however, be permanently eradicated unless there is an equality of educational achievement. The less educated parts of the world are also backward in all other ways.

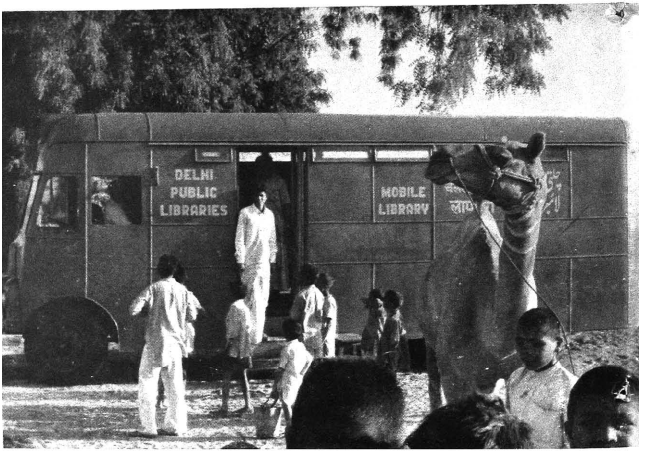
A special effort to catch up with the more progressive areas is in evidence throughout all these regions. This object can be fulfilled only by providing for these less developed regions all the knowledge and all the technology that has so far been achieved in the most advanced countries of the world. Without books and without all those records which help in communication

1. Minister of Education, Government of India.

Prime Minister Nehru visits the Delhi seminar.



To these village children the regular visit of the bookmobile is a big event.



between man and man, this knowledge of technology cannot be imparted. Libraries are thus the best means of achieving the largest amount of sharing of minds through books and other material. If, therefore, we want to do away with differences in knowledge, we must weave the institution of public libraries into the fabric of our society.

The second reason is closely linked with the first and may be regarded as both cause and effect. Almost all the countries represented in this seminar lack public libraries. This is both a measure and a cause of weakness in general educational standards. India has a population of over 360 millions living in more than half a million towns and villages, but possesses only 32,000 libraries. In fact, many of them are libraries only in name for they lack some of the essential prerequisites of any good library. There is hardly one book for every 50 persons and more than 10 per cent have to content themselves with one book per year. Even if we make allowances for the huge mass of illiterate people in the country, a literate adult in India reads on the average only one book per year. If we compare this with the situation in the United States or the United Kingdom our weakness is shown up glaringly. With almost full literacy the *per capita* annual use of books in the United States is almost four while in the United Kingdom it is seven. In other words, a literate man in the U.K. reads at least seven times as much as a literate man in India.

I have already said that the lack of adequate library facilities is both cause and effect of our low educational achievement. Countries which have elected the democratic way of life cannot afford to keep vast numbers of the people illiterate and ignorant. Ultimately it is the quality of manpower that decides the position, prestige and future of a nation. We must, therefore, make special efforts to improve our library facilities so that the opportunity of coming abreast with the rest of the world is offered to all our people.

This becomes specially clear if we remember our own past history. It is not that India lacked libraries in the past. There is the tradition of the magnificent libraries built up in the Buddhist universities and universities of old. During the middle ages, the Sultans and later the Mughal emperors were also great lovers of books. In fact during the Mughal times it was the fashion for every nobleman to build up his own library. One was in fact not regarded as an aristocrat unless he had a library of his own. Nevertheless, the benefits of these libraries were confined to royalty and the nobility. The result was that knowledge was not widespread among the masses. One main reason why India fell behind Europe is to be found in this restriction of libraries for

the use of only a selected few. Today, democratic India has learnt from her past and is providing facilities for education and enlightenment for all her children.

I am conscious that there are many difficulties which stand in our way. The library system in India—and what I say about India will apply to most of the countries in this region—is weak not only because of the lack of finance but also because of an inadequate and inferior production of books. Unless special efforts are made to improve the available literature both in quality and quantity, any expansion of library facilities may, in fact, prove a disservice to the community. If cheap and sensational literature, which unfortunately has become only too common in recent years, is allowed to circulate freely among the masses the result will be a lowering in tastes and general harm to social and communal welfare.

In the past, it has often been thought that a librarian's duty is merely to supply books on demand from the consuming public. I am sure that experienced librarians do not accept this point of view but conceive of the role of librarians in a more generous way. According to modern standards, the role of the librarian is not only to devise means to get the greatest number of books to the greatest number of readers but also to ensure that more people read more and more worthy literature. The librarian of today must, therefore, project himself into the community and devise means of discovering and in some cases training the right type of authors, finding publishers, and overcoming the practical difficulties of printing such literature attractively and yet cheaply.

You will be glad to hear that the Government of India have also been thinking on these lines and taking certain definite measures for encouraging the production of good and wholesome literature as cheaply as possible. One method we have adopted is to award prizes in all the Indian languages for outstanding works written specially for neo-literate adults. These books are intended to develop among our masses a modern mentality and scientific outlook while, at the same time, retaining the basic values of our ancient culture. In order to encourage writers and publishers books which compete for these prizes may be submitted even in manuscript. The government further undertakes to buy 1,000 copies of every book which secures a prize. This insures the writer and the publisher against any possible loss. Further, out of the prize-winning books, the five best are given all-India recognition and a special prize. In their case the Government promotes their translation into all the Indian languages by giving a guarantee that 1,000 copies of the book will be purchased in each Indian language. This is intended not only to encourage authors and publishers but also to build up a corpus of common

literature for the whole of India. You may have seen in the paper a few days ago an announcement that 42 books from 13 Indian languages have been given prizes under this scheme.

You will also be glad to know that the Government of India have decided to set up a National Book Trust for the preparation and production of healthy literature for the masses. This trust will promote the publication of classics, of standard books on all important subjects and of translations of outstanding books, Eastern and Western, into the several Indian languages. It will also help universities, academies and other approved institutions to publish such books and ensure that they are made available to the public as cheaply as possible.

I have presented to you an example of our special problems and the manner in which we are seeking to resolve it. In this seminar you will, naturally, give your attention to the problems proper to the public libraries. I need hardly say that in every case the living background of the community will have to be kept in mind in devising a system of libraries for a country. All librarians aim at providing the greatest amount of most useful reading for the largest number of the people, but the mechanism which will achieve this ideal will differ with the different social and economic circumstances of the people. India is by and large a rural country. The rural people are in many respects less advanced than their fellow-citizens in urban areas. The need for a special library service is for these reasons far greater in rural areas than in towns. We are, therefore, seeking to devise a library system with the district library as its pivot. The district library will maintain a mobile service to take new books to the people in the villages and bring back to the headquarters books already used. Out of the 320 and odd districts of India, 100 have either already set up such circulating libraries or are in the process of doing so. The programme that we have drawn up will ensure that, by March 1961, there will be no district without its own district library and circulating library service.

A district library service will in its turn require support and guidance from a central library in every state. These central libraries must also be linked up with one another and be part of an integral system with four national libraries in Calcutta, Bombay and Madras, with the National Central Library in Delhi as the coping stone of the edifice.

It is obvious that such a national central library must be able not only to co-ordinate the library activities within India but also to co-operate with Unesco in organizing an adequate library service for this region of the world. Unesco has already within a short period built up a laudable tradition of service in the field of public libraries. Libraries throughout the world

have benefited by the library literature and specially the five manuals which Unesco has produced. Seminars like those held at Malmö in Sweden and São Paulo in South America have brought home to librarians their common problems and helped to develop a new attitude and approach. I have already referred to the service which Unesco has rendered in India by setting up the Delhi Public Library as a pilot project.

I am sure this seminar will devote a great deal of thought as to how an international organization can best co-operate in speeding up the public library programmes of Member States. It will no doubt also consider how the Member States of the region can help one another in developing a national programme of library development in each. The main burden of all such programmes must fall on the shoulders of the national government, but Unesco can greatly help through the initiation of pilot projects, and the training of librarians in the most modern methods of librarianship. We in India would particularly welcome a large number of pilot projects to demonstrate the use and value of mobile libraries.

PART ONE

ORGANIZING PUBLIC LIBRARY SERVICES IN ASIA

CHAPTER I

THE DEVELOPMENT OF NATIONAL PUBLIC LIBRARY SERVICES

Final Report of Group I [1]

In Asia there are wide variations in the status and development of public library services. In some countries, services are firmly established, with wide public use, while at the other extreme, public libraries in the modern sense of the term can hardly be said to exist.

THE NATURE OF PUBLIC LIBRARY SERVICE

A public library service is one which is authorized by legislation, open to the public without charge, and financed out of public funds. It has a special importance in the modern state for the diffusion of ideas, the creative use of leisure and the preservation of national culture. The public library is not primarily an institution for scholars and students, nor an instrument for formal education. It should be an independent service for use according to the individual needs of the citizen. It can give special assistance in the advancement of technical knowledge and skills by distribution of literature at two levels, advanced and elementary.

THE DEVELOPMENT OF PUBLIC LIBRARY SERVICES

An adequate public library service is essential to the social, material and cultural development of the citizen. In all countries represented at the seminar, public library service is already being provided in some degree, and the time is ripe for further development. In no country do material difficulties appear to be insurmountable, nor is a low literacy rate a decisive adverse factor. The rate of library development may vary with the speed of overcoming these problems, but the basis for public library services should be laid now. The major deficiencies in present provision are: lack of overall control, and the existence of small and unco-ordinated units; lack of, or deficiencies in, existing

1. Drafted by Frank M. Gardner, group leader and seminar director.

legislation; lack of sufficient funds and government interest; and lack of trained and experienced librarians.

LEGISLATION

Overall control and co-ordination of development, to provide for a permanent and progressive national public library service, can be obtained only by legislation, which should provide for the following:

Opportunity for the development of public library service which will be available to all people on a basis of free and equal access.

An independent service, and not one attached to another department.

The constitution of a governing body, to be referred to in this report as the central library board, or in a federal state a number of such bodies, subject to a national body with advisory functions.

Provision for adequate public finance.

The constitution of district library boards responsible for administration of units of public library service.

Implementation of Legislation

In many countries where public library legislation does not exist, or where it exists only in a partial form, public libraries have been provided by private organizations, or by government departments acting under general powers, such as development commissions or social education departments. Though not making any general statement as to possible forms of assimilation of existing institutions, the group passed the following resolution: 'While the value of services rendered in past years by private bodies in setting up and maintaining libraries is recognized, and appreciated, as a stage in public library development, this group is of the opinion that to meet present and future needs adequately, it is essential that public library service now be developed as part of an overall scheme under planned direction and control. Such an end cannot be achieved by a system of subsidy to private institutions.'

FINANCE

The Necessity for Public Finance

The public library, as the term implies, is essentially a public

service, and therefore it is of fundamental importance that it should be financed by public funds, whether national, state, or local, or a combination of these, to ensure stability and continuity of service of a recognized standard. Differences in the structure, powers and financial resources of government at local, state, and national levels, are such that a simple statement of general applicability is not easily made. It can, however, be affirmed as a vital principle that sources of finance must be adequate for the support of the service established. In most instances the initiative in starting new public library services should be national, and finance initially should come from national or state sources—particularly should national or state governments assist in meeting initial capital expenditure. But it is desirable that local finance should also be provided, so as to stimulate local interest and make possible the local control of units of service envisaged. Maintenance charges should therefore be met from local government sources where possible, supplemented by central government or state contributions. The proportion of local funds to national or state funds is a matter for decision by individual governments.

THE UNIT OF SERVICE

At an early stage in the establishment of a national public library service, the question arises of the convenient administrative unit. This may be defined as the smallest autonomous unit of public library service, administered by a single director, and with a governing board entrusted with the expenditure of all locally raised funds and the grant-in-aid from state or national sources. It is envisaged that such a unit would comprise such services as are required according to the size and population of the area, with a central library, branch libraries, deposit stations, mobile libraries, etc., and including both lending and reference services for children and adults according to need. The selection of this unit, as the real basis for development of public libraries, is a matter of some importance. It should be a viable area as regards finance and administration, and should conform as far as possible to existing local administrative boundaries. It should not be too small, financially, to develop a satisfactory library service, to employ adequate numbers of trained and experienced staff, and maintain a central organization for the area; nor too large for direct control by one library director and one district library board able to meet regularly. For ideal development, the area chosen should contain both rural and urban districts.

The size of the viable unit may vary considerably according

to the local government arrangements of the country concerned. In India, for example, an existing district, with an average population of about 750,000, would appear to be suitable, but in Indonesia the unit on which the public library service is based is the sub-district, with an average population of only 40,000. This may eventually be considered too small a unit, and the next larger unit taken. Literacy is also a factor, and in a country where local government is in an elementary stage so is administrative convenience. It may well be, for example, that in Afghanistan and Nepal development might be quicker if, for public library purposes, the whole country were considered as a single unit. In general, a minimum of 50,000 literates should constitute a viable unit for administrative purposes, and a total of 1 million a maximum, having regard to size of areas and low literacy rates. Whether such units are financially viable must be decided by local conditions.

CENTRAL LIBRARY BOARDS [1]

Although the district units are put forward as autonomous units of public library service, it is not envisaged that they shall be independent, non-co-operating units. It is not considered possible that in any country in Asia public library service can be entirely the responsibility of local authorities, and, even in the more advanced countries, further public library development is hampered by problems of co-operation and co-ordination between established units of service. In less developed countries, almost all the initiative in starting public library service must be undertaken by the state itself. At the same time, it is essential that local responsibility should be encouraged and, as will be seen at a later stage in the report, in service to rural areas and in work with less educated people this local interest will be necessary even below district level.

A central authority is therefore an essential part of any scheme of public library development. The functions of this authority will vary according to the state of library development of the country, its governmental organization, and its size. In a federal country, for instance, a central authority at national level, with state boards at state level, will probably be needed. In a smaller or unitary state, one central authority should suffice. Legislation should provide for a Central Library Board which should be a statutory and autonomous body, responsible to a Minister, normally the Minister of Education, and vested with powers to

1. See also Chapter II, 'The functions and duties of a public library board'.

develop public library service and allocate grants for library purposes.

The powers of such a board would be mainly advisory, apart from the natural powers deriving from its allocation of centrally given grants-in-aid, but it is possible that more direct powers would be necessary. In a small or unitary state it might be desirable to create a single board with wide powers of control. In a federal state, a central board might be purely advisory, with wider powers of control given to state boards. In such cases, grants-in-aid would pass to districts via the state boards, and grants would also be available to districts from both federal and state sources.

THE FUNCTIONS OF A NATIONAL LIBRARY AND ITS PLACE IN A NATIONAL LIBRARY SERVICE

Though it is not strictly within the terms of reference of the group, it was inevitable that the national library and its place and function in the public library system envisaged should be discussed. The terms 'national library' and 'national library service' are often loosely used, without exact understanding of their implications.

Although the meaning of 'national library' is clearly understood in Western countries, and its function clearly laid down, its functions in Asia must be extended beyond those usually regarded as essential, and it is on the extension of those functions that the creation of a national library service depends.

The distinctive functions of a national library are as follows: it is an institution in its own right, performing functions arising from its special character. All countries require such an institution. It should collect all literary and related materials concerned with the nation, both current publications under copyright deposit and historical materials; be a conservatory of materials concerned with world culture and the natural main source in the country of such materials for scholars and research workers; act as the authority for the compilation of the national bibliography, this stemming naturally from its function as a copyright deposit library; serve as the focal point and organizing agency for national and international interloan of books; and it should be the organizing centre for national and international book exchange.

Though the above are the major functions, the following were also considered desirable for proper co-ordination: it should be the agency to compile and maintain the national union catalogue, again arising from its function as the copyright deposit

library. It should provide bibliographical service to parliament and to government departments. In addition, it should assume general responsibility for initiating and promoting co-operation and forward planning in all matters between itself and other libraries in the performance of the above functions, especially in relation to university and special libraries.

While the functions as defined above go further than most conceptions of the work of a national library, it was agreed by the group that in some countries, particularly smaller countries, the functions of the national library and the central library board should be integrated for better and more economical development. This integration may go as far as making the national library a department of the central library board, or expanding the authority responsible for the national library to create a central library board. In such cases, the librarian of the national library would be a suitable member-secretary of the central library board, its executive officer, and his organization would be mainly responsible for the functions laid down by legislation in developing a public library system.

It is recognized that this is a new conception of the function of a national library, but it is regarded as being worthy of study as a means of rapid development of a public library system. It is not considered that such a conception would jeopardize the functions of the national library as outlined above.

The National Library Service

It is now possible to describe a national library service and show how it may be created. A national library service has three parts:

1. A national public library service created as already stated, with district units, co-ordinated or controlled by a central library board, and in some countries, state library boards.
2. A national library connected with, or integrated with, the central library board, and having functions as defined, which will assist in the co-ordination of the public library service and provide special services arising from its functions as the national library.
3. The university and institutional library services which, while retaining their independence and the special primary functions for which they were created, can be of assistance to each other and to the public library service by reason of the bibliographical and interloaning functions of the national library. The national library is the essential link, but the ordinary citizen can take advantage of the national library service only when the public library service is developed as a national system.

The Need for Demonstration and Experiment

Although basic legislation, implementation and finance are essential to the creation and maintenance of a public library service, it is recognized that in very few countries can rapid development be expected. Where selective development is undertaken, it is strongly recommended that initial work should be done in urban areas, with simultaneous provision in adjoining rural areas. In no case should public library services be set up in rural areas without a supporting urban organization.

It is further suggested that in countries where public library service is at present untested, experiment and demonstration should be made, either before legislation or immediately after it, but prior to general implementation.

In this connexion the following recommendation was passed—There is a need in most Asian countries for pilot public library projects for purposes of demonstration, training and experiment. In many countries the potential demand for public libraries can be ascertained only by such projects. It is urged that the governments should consider the setting up of pilot projects, and that Unesco, where required, should be requested to provide such technical and other assistance as it has at its disposal. Such projects should be set up in selected areas where both urban and rural library development can be demonstrated as interdependent services.

The District Organization. The Library Board

The governing body of a district should be the district library board. This board should be a representative body with nominees of local government and education, and should include persons able to assist by virtue of their special knowledge or responsibilities. It should be created and perpetuated by a form of nomination or election under rules laid down by the central library board in accordance with powers given by legislation; be autonomous and entirely responsible for library administration in its own district, subject to advice and assistance from the central or state library board; be responsible for administration of local funds and national and state grants; and it should have as its executive officer a trained librarian who should be member-secretary of the board.

Finance of the District Organization

District funds should be raised by allocation from consolidated funds or by separate library tax. Funds raised locally should be spent locally and not pooled for re-allocation by the central library board or state library board. The funds of the district board should not be used in any part for cost of central organization, except to pay for direct services provided. The general cost of central organization should be met at the centre.

While the sum of locally raised funds and grants-in-aid should be adequate to maintain the service, it should be recognized that in starting a new service, reasonable capital expenditure on buildings, initial stock, and equipment will be necessary. This may be met by a special grant-in-aid, or a saving of income for the period before public library service is commenced. The interval between raising of local funds and the starting of library service should not, however, be too long. The importance of collecting an adequate central stock of books is particularly stressed.

Service to Outlying Areas

The aim of service to outlying districts is to provide some service to every person in the area who requires it. The means of achieving this aim include branch libraries, deposit stations and mobile libraries, and the choice of the appropriate form of service depends as much on skilful planning, administration from a central library able to give assistance throughout the whole area, and on the employment of trained staff as it does on the provision of accommodation and transport.

The use of mobile libraries appears to offer an attractive solution to the problem of service to outlying areas, but it should be remembered that under Asian rural conditions of bad roads, low percentage of literacy, small villages, and the fact that villagers are free only in the evenings, the provision of such a service can be very expensive in terms of books actually used. Rapid depreciation of vehicles and heavy uneconomic mileage are factors to be considered. It was agreed that mobile services should be started only after careful survey of the area to be covered, to determine its suitability for this type of service. In urban areas, bookmobiles could be more useful, since conditions here are often suitable for heavy usage. In either case, mobility must be used to the best advantage, long distances between stops being avoided. There is a limit to bookmobile service, and the best point at which it should be replaced by branch service should be watched for. Bookmobiles could be used also to service deposit stations and school libraries.

Bulk Distribution of Books

Any system of bulk distribution of books to rural areas should be carefully worked out to ensure that the correct type of book is selected and that contents of boxes are frequently renewed. Attention must be given to maintenance and repair of stock. Any system of sending out boxes of books on a circuit without provision for return to a central point except after long periods is particularly deprecated.

Deposit Stations and Co-operation with Social Education Departments

Co-operation with social education and similar organizations should be sought for the creation of deposit stations or small branch libraries. The provision of deposit stations in social education centres appears to offer a suitable approach to less educated readers.

The Use of Voluntary Workers

In any developing district library service, the assistance and co-operation of voluntary workers must be enlisted, to take charge of deposit stations, book boxes or small branch libraries in buildings also used for other purposes. For a long time it will not be possible to staff all service points with trained librarians. It was generally agreed by the group, from common experience, that failure in contact with readers in outlying areas was often due to ill-considered choice of voluntary workers, and lack of consideration as to their basic training.

Careful selection of voluntary workers must therefore be made. It is often a mistake to choose a person already fully employed, such as a teacher. Persons with some leisure should be chosen, but without political connexions. The use of older schoolchildren in the Philippines is particularly noted. Some training at headquarters is necessary, and voluntary workers must be made to feel that they are a part of the service. A manual of techniques to be used is essential, and a certain discipline, in such matters as opening and closing hours, and impartial treatment of all readers, must be imposed. There should be regular inspection and visits by trained members of the library staff. If a small honorarium can be paid, it should be. Local committees should be formed if possible. The experience of Indonesia in village libraries in this respect is most valuable.

Throughout the discussion on service to outlying areas, experience in Japan, the Philippines and Indonesia was particularly valuable. It is noteworthy that in each case, though no perfection

is claimed, such service rests on some form of central organization.

Service to Special Classes in the Community

The group resolved that service to special groups in the community, including hospitals, prisons, the blind, and in some cases schools, should be provided when the library system is strong enough to enable this to be done without weakening the system as a whole. Caution should be exercised in all extensions of service in the initial stages.

Library Techniques

The group passed the following resolution: Open and free access to books is an essential part of modern public library service. Subscriptions from readers to augment the income of the library should not be charged, as this tends to reduce the use of the library and increase its ultimate cost. Experience of the Delhi Public Library, in the Philippines and Ceylon also, tends to show that deposit against the non-return of books borrowed for home reading is also unnecessary. Guarantee of members by substantial citizens does not discourage potential readers, and does not lead to substantial losses of books.

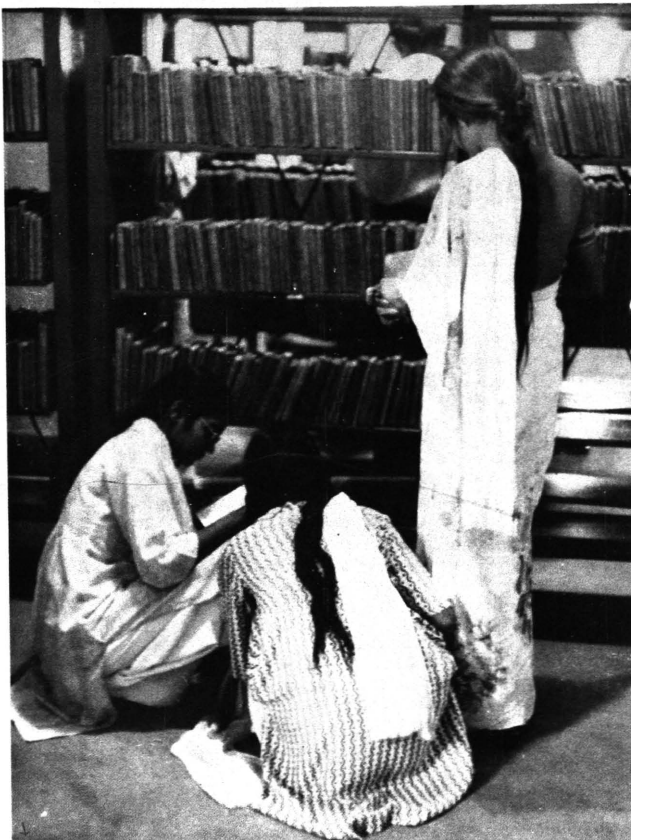
In open access to shelves, there is some risk of loss, but this should be accepted against the great advantages obtained. At the same time, reasonable security precautions should be taken.

Although simple techniques may be used, particularly in classification and cataloguing, the importance of an adequate catalogue, either on cards or, in small service points, in list form, is stressed. Catalogues appear to be well used in all Asian libraries, and lead to better use of the books. This is particularly important since one of the advantages of open access is lost with the present format of many Asian books, in that the reader cannot get a conspectus of the stock by shelf inspection.

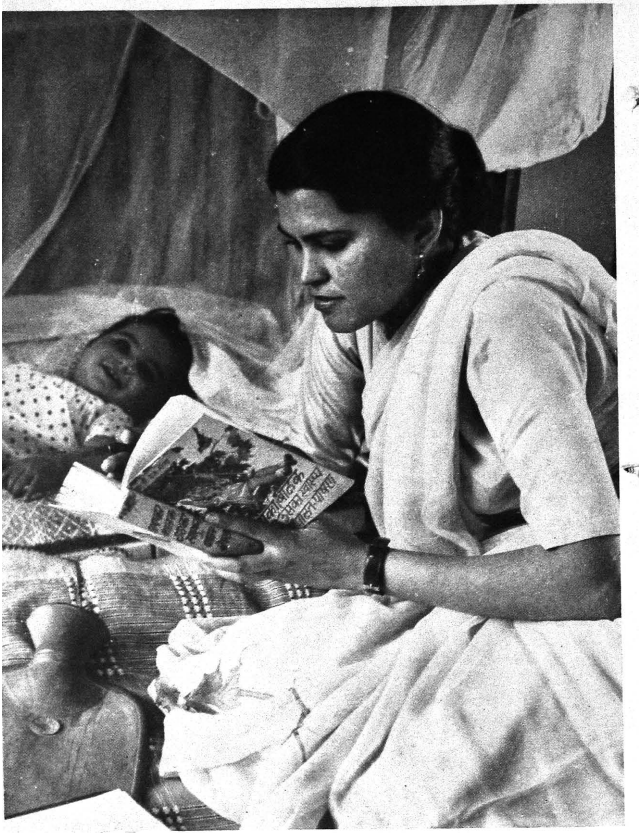
There was some discussion on the standardization of Asian names for cataloguing purposes. Work already being done on this should be expedited, as an essential step forward in the compilation of union catalogues and bibliographies.

As to open access, the importance of good shelf guiding is stressed. For the reason given above, it is more important in Asian than in Western libraries.

As to library procedures in general, it is not considered desirable that registration, charging and discharging procedures should be simplified. Among unsophisticated readers, the use of fairly complicated procedures is a matter of some pride, and a



Asian girls and women in increasing numbers are using public libraries.



Reading a book on baby care borrowed from the public library. 'How-to-do-it' and self-improvement books are always popular.

reader's ticket a valuable possession. The use of formal procedures as a matter of discipline is also important.

STAFF: TRAINING, SELECTION, STATUS

If an impetus is to be given to the public library movement in Asia, the availability of suitable staff is absolutely basic. The group was agreed that progress is entirely dependent on recruitment and training.

Staff Recruitment

It was agreed that the standards of recruitment must be raised. The value of an integrated personality, a sense of order, care for detail, and an interest in books and reading should be always kept in mind in selecting personnel.

While the need for clerical and manual workers in libraries is recognized, in a sense nearly all the work in a library is professional—from the replacement of books on shelves and the work at lending counters to book selection, cataloguing and classification. In large library systems it is possible to make distinctions between professional and non-professional staff, primarily for reasons of economy, but in a developing library system on a small scale, such distinctions are not so easy. It is therefore suggested that recruitment of professional staff should be at two levels: a minimum standard of matriculation with basic training after recruitment for a period of at least three months; and graduate level, with training at a library school.

While it is not possible to give figures for proportions of matriculates to graduates, it must be kept in mind that in any library there is a minimum for qualified, professional staff. The higher grade should be stipulated for all posts that require initiative, supervision and direction. It is suggested that expenditure on staff should not be less than 45 per cent of the total budget.

Selection of staff should be made by the librarian, or if there is a selection committee, it should have the advice of a professional librarian. There should be reasonable avenues of promotion within each category, and from one category to another, given the national system of library training proposed below.

Training in Librarianship

There should be a central recognized authority, preferably the national library association or the central library board, to lay down standards of training and approve library schools.

There should be two avenues of library training:

Graduate training which should be undertaken by library schools attached to universities or similar institutions. Where such library schools are established, a minimum requirement will be a full-time staff of senior librarians with practical experience. Only by high pass standards will the status of the profession be raised. The course should be a minimum of one year after graduation. The selection of candidates should be rigorous, and only persons with suitable personal qualities accepted. The course should not be confined to theoretical librarianship. Wherever possible, the school should be near a good public library, and practical training given there.

For these standards to be attained, special attention should be paid to the training of library school teachers. We recommend that aid by Unesco or other agencies should be given:

1. By sending students to countries where good library schools exist, not for training in librarianship, but for training in the teaching of librarianship, and the organization of schools of librarianship. Such students should, of course, be experienced librarians who are prospective library school teachers.
2. By promoting a scheme for bringing teachers of librarianship to Asia to assist in teaching at library schools, and in the organization and management of such schools. The appointment of suitably qualified persons for periods of one or two years simply to teach librarianship would be of immense value.

Non-graduate training. It is recognized that at present, and for some time to come, there is need for another avenue of training, at non-graduate or in-service level. Particularly there is need of practical training, both in public and non-public libraries. The existence of many short courses in training is evidence of this need for further qualification.

While recognizing this need, an increase in the number of short courses, leading to a certificate of doubtful value, or no certificate at all, is deprecated.

The best solution to this problem, it is suggested, would be the institution of an external examination at a national level, leading to the award of a nationally recognized diploma. An appropriate body to institute such an examination would be the national library association, or a nationally recognized university already administering a library school. It is essential, however, to the success of such a proposal that there should be only one recognized system of examination, one examining body, and also a high pass standard, so that the resulting diploma would have a

recognized status. The diploma could well be at two or three levels, one leading to the other.

The methods of training for such an examination could then, according to the requirements or wishes of candidates, be undertaken either nationally or locally. They could take the form of short courses at universities, summer schools, correspondence courses, in-service training by libraries or groups of libraries, or any combination of these. Existing courses of training could be integrated into such a system.

In this connexion, Unesco might sponsor the production, especially for underdeveloped countries, of practical manuals of organization concerned primarily with the adaptation of techniques for Asian conditions.

Overseas Training

For some time to come there will be great need for opportunities for training overseas, in library systems more advanced than those of Asia. Unesco and other organizations responsible for awarding fellowships for overseas training should consider the possibilities of increasing such facilities. Three further possibilities are put forward.

1. An increase in the number of persons able to train overseas, and the possibility of partial grants for maintenance and travel, in addition to full grants.
2. For effective use of training on return to Asia, trainees should spend longer periods in a single institution. Internship may be more valuable than observation. At the same time, the value of observation tours for librarians of long experience is recognized.
3. If larger libraries in countries with advanced library systems could grant internships for one or two years to Asian librarians, with a liveable salary, the number of student librarians going abroad for training would be greatly increased. This is possibly the best way in which the library movements of Europe and the United States could assist the developing library movement of Asia, and it is recommended to the appropriate library associations for study. The assistance would be manifold in its results, since returning librarians would be able to help others. Unesco might act as a central agency in promoting such a scheme.

Salaries

Raising standards of recruitment and training depends on the raising of status and the offering of suitable salaries to qualified librarians.

Librarianship must be recognized as a profession in its own right. It needs persons of ability and should offer them suitable career opportunities. Professional positions which carry supervisory, directive, or other added responsibility should be recognized as such and graded accordingly. The salaries of professional librarians should therefore be comparable with those of members of other professions in public service.

While it is obviously not possible to suggest definite salary levels, the following points are offered for consideration:

The salaries of senior library staff should be at least equivalent to the salaries of similar staff engaged in educational administration. The salaries of junior staff and their grades should be at least as high as those of teachers with equivalent professional qualifications. Initial salaries for trainees should be such as to offer reasonable inducement to enter the profession and promotion by age should offer a reasonable standard of living.

There should be a single recognized scale of salaries throughout a country to allow flow of persons from one post to another, with resultant exchange of ideas and freshness of outlook.

Grades within a service should also allow reasonable promotion prospects. Particularly should there be an avenue of promotion from the lower level of service to the higher.

GROUP ACTIVITIES AND SERVICE TO LESS EDUCATED PERSONS

An important statement, made by a member of the group from a library service in process of development, aroused considerable discussion: 'The use of the public library is an evolutionary process. In Asian countries all means of extending the public library service should be encouraged. Public library work is informal education, and that work should be taken to people on the fringe of literacy or even to non-literates where possible. Unless this is done, the library service is in danger of not developing in accordance with the needs of the people. Some lack of support for public libraries in government circles is attributable to the fact that their use is largely confined to students and more highly educated readers. How can the approach to others be made, and what priority should be given to it ?'

Not all the group agreed in total with this proposition, and there was some suggestion that since resources were limited, they should not be spread too widely, but the group adopted the following proposals:

That to be most effective in small areas and in villages, library

services need direction and guidance. They should be linked with social education movements, and local committees should be associated with their work.

In Asian conditions, where literacy is low, circumstances require the use of audio-visual and other aids, not necessarily as an introduction to library services. Where books are few, the library must find other means of informal education. There is a point of linkage between literate and illiterate, between books and other materials of informal education, which should be effectively found and used.

Group activities as an introduction to library services should be encouraged, but some research is needed into methods.

There is a secondary use of public library materials, in books, periodicals, and newspapers, even for non-literates, the link being the library staff. It is possible to impart the contents of reading materials without people using the materials themselves. Public libraries as information centres, readings, and discussions are instances of these uses.

Group activities for educated people are also important. There are always library users who wish to extend their use of books by contact with readers of similar interests.

Unesco should undertake fresh research in regard to the foregoing proposals, particularly with reference to use of the public library by new literates.

CO-OPERATION REGIONALLY AND NATIONALLY

The group noted with regret that in certain Asian countries the import or sale of books is subject to tax, and asked Unesco to take what steps it could to mitigate such taxes under the convention on the free flow of educational materials.

Interloan of books

While the interloan of books—essential for the free flow of information—is facilitated by the existence of union catalogues, the group did not consider it feasible or desirable that union catalogues—on the scale, for instance, of the U.K. regional system—should be attempted in Asia at the present stage of library development. Union catalogues should he confined to two types: union catalogues of periodicals and monographs, and selective union catalogues of rarities and books known to be scarce for other reasons.

A system of interloan ultimately based on subject specialization and language specialization, and for the present based on lists

of specialized collections, appears to offer better possibilities of success. Such a system could be extended to international loan and co-operation. The compilation of a list of specializing libraries might well be a subject for work by an international agency. The agency for national and international interloan should be the national library, but at present direct contact between libraries should not be discouraged.

National Bibliography

The existence of a national bibliography is, for book selection and interloan purposes, vital to the development of public libraries. The basis of production of a national bibliography must be a copyright deposit act, by which at least one copy of every book published in a country is delivered automatically to the national library. It is noted with regret that such acts do not yet exist in all Asia countries.

The national bibliography should be published not less often than quarterly and be available at a price within the reach of even small libraries. The cost of its production should be at least partially met by grant-in-aid from national sources. In Asian countries it should include books published by nationals outside the country as well as books published in the country and books about the country wherever they are published. At an appropriate stage, it should undertake retrospective listing of books already published.

It is hoped that Unesco will continue to promote enactment of copyright laws and production of national bibliographies in Asian countries.

Library Associations

For the development of a public library movement in any country, an active and vigorous library association is necessary. Such an association can unite all professional librarians and determine professional standards. Its membership should also provide for association with corporate bodies and interested persons in the promotion of public library services. Its activities should include:

Publication of a journal and holding of regular meetings to ensure interchange of ideas and library progress.

Social and professional contacts at all levels. All members should be encouraged to take part in activities.

Formation of sections on a regional or functional basis should be encouraged, so long as the authority of the central council of the association is recognized. Regional and functional affiliated associations should be represented on the general council.

In this way existing associations could be co-ordinated with a national association.

Though the general aims of the association should be to promote library services, it should include educational, bibliographical and publicity work. These are probably the most important functions at the present time.

CONCLUSIONS

Recommendations for the consideration of governments and Unesco which appear in the body of this report are summarized below. The group is of the general opinion that for the creation of a national public library service and its co-ordinated and planned development, there are five main requirements: adequate and organized service at the point of contact with the reader; national legislation; provision wholly from national, state and local funds; experiment in selected areas; and good training of librarians and recognition by status and salary of librarianship as a profession. All other benefits will flow from the wisdom and foresight used in putting into practice these five primary requirements.

CHAPTER II

THE FUNCTIONS AND DUTIES OF A PUBLIC LIBRARY BOARD

by

F. A. SHARR [1]

The term public library board, as used in this paper, refers to a body set up and, at least mainly, financed by a provincial or state government (or exceptionally by a national government) and charged with responsibility for the stimulation, provision, extension or supervision of public library services within the area of that government.

Without the aid of a public library board, the small independent libraries of towns and rural areas in a state are likely to have certain difficulties:

The librarian has inadequate bibliographical tools and usually inadequate information about new books; he thus finds it difficult or impossible to do good book selection. This is accentuated of course if the town is so small that it cannot afford a qualified librarian.

The book collection is not large enough to retain readers' interest, and the books become 'read out' before they are worn out. This is uneconomical and discouraging to readers.

There is no means of satisfying those whose tastes or needs are out of the ordinary, because the purchase of the books for which they ask, or would ask, cannot be justified by demand.

Too much of the staff's time is spent on routine and too little therefore on reader service.

Because of these weaknesses, latent demand in the community is not expressed and the idea gains currency that there is little demand for the library and less for one of better quality.

Therefore it is difficult to secure adequate funds.

On the other hand, state library boards try to develop an adequate library service covering the whole state, leaving no pockets unserved, and to stimulate a higher quality of service than would otherwise be possible. They supplement the inadequacies of existing libraries ; make library services possible in places otherwise too small or too poor to support them; co-ordinate all public library resources over a wide area, in order to improve the service

1. Executive officer, Library Board of Western Australia.

to the individual reader; study the library needs of the whole area, and formulate short and long term plans for library development; and provide for the training of librarians.

Some boards (e.g. the Gold Coast Library Board) provide and control directly the whole service; others (e.g. the Library Board of Western Australia) assist independent local authorities by supplying them with books and professional services which are beyond their means; others simply administer a state cash subsidy to local libraries; still others use mixtures of these three basic methods.

The first type may well be the best, or even the only practicable, method at present in some territories, but this paper will be concerned with the other kinds of boards. For two reasons: boards of the first type are little different from other large library authorities, on the administration of which there is an ample literature; secondly, 'the roots of the service must be in the local community rather than in the state', therefore as the service and the area develop, such a board is likely to decentralize the control of local service and adopt one of the other methods mentioned above, about which less has been written.

A board normally sets up a centrally organized mobile book collection, from which local libraries are stocked and the stocks exchanged, in whole or in part, at regular intervals frequently enough to keep them fresh and attractive to readers; and from which any particular book required by a reader in one library will be quickly supplied on request from another.

A mobile bookstock implies uniformity of book processing, cataloguing and classification and the maintenance of central location records. It is the responsibility of the board to carry out this work.

A state library board should have the resources to afford good bibliographical and book selection tools, and experienced qualified librarians to undertake the all-important work of book selection. Since it buys in large quantities, it can adopt economical methods and secure advantageous services and terms from suppliers. A central cataloguing department staffed by specialist cataloguers and classifiers can produce catalogue cards of a high standard for all books and thus make possible efficient catalogues in all libraries, large and small, at a fraction of the cost of the same work done locally—indeed in small rural libraries which do not employ qualified librarians such cataloguing cannot of course otherwise be done at all. It can also produce—what has been found very valuable in Western Australia—a catalogue of the complete non-fiction stock of the whole system in loose-leaf book form, supplied to every library and kept up to date. Central purchase and consequent recording of all books make possible the most speedy special request service.

Such an organization, in addition to providing a better service at lower cost, also offers useful promotional advantages. When a new library is established—particularly in rural or isolated areas—the board can provide from its large stock an initial book stock better both in quality and quantity than could be bought locally. A well stocked new library immediately creates local enthusiasm and this is the best stimulant for increased local financial support.

Apathy is a greater hindrance to library development than actual hostility. Many people in countries where libraries are not well established simply cannot imagine what a well stocked library is like; the only thing to do is to show them. The lack of enthusiasm of many rural local authorities is due to their realization that they cannot afford an adequate bookstock to meet all their readers' needs, nor the trained staff to select and organize it. When they learn that a board will supply both, the idea of a library often becomes a practical proposition in their eyes.

The processes connected with ordering, processing, cataloguing and classification absorb a disproportionate amount of time in a small library, and their centralization frees the local staff for reader service. In any community this is an advantage but particularly in one where missionary work to persuade and encourage people to read is important.

Some boards have provided demonstration libraries, setting them up and maintaining them from their own resources for a year or two, on condition that at the end of that time either the service is withdrawn or the local authority assumes its financial responsibility.

Central purchasing implies central selection, but it is essential that local wishes, tastes and needs should be consulted in the greatest possible degree in choosing books to be sent to each library. It is usually found that small libraries with untrained staff are content to rely upon the judgement of the professional officers at headquarters; this throws more responsibility on the headquarters staff to ensure that their judgement and knowledge of local conditions is sound and up to date. Wherever professional staff are employed locally it is important that they should be encouraged and expected to take a major part in the selection of books, from the general stock, for their own libraries, and if they ask for books not in the general stock, that those books should be bought.

There are three objections commonly raised against centralization of book provision, usually by those who have not experienced its advantages: that it deprives local librarians of the pleasure and interest of selecting their own books ; that it is

bound to be slower than buying from the local shop; that it introduces a danger of political and other censorship. The first will not be true if the precept of the preceding paragraph is followed. There is a danger of delay sometimes, but with good organization this is more than offset by the larger number of books which can be bought for the same money owing to administrative economies and the vastly larger number quickly available by interloan. In any case, there is no well stocked local shop in most towns. The best safeguard against political interference is strong professional tradition—and a strong and independent board—and this objection to centralization loses much of its weight when it is realized that states normally control education. If they can be trusted with education, they can presumably be trusted with library affairs.

If responsibility for books and services lies with the board because comprehensive book provision—and nothing less is good enough today—requires a large population and large financial resources, by similar reasoning local accommodation and staffing may well rest with local authorities subject to the general approval of the board, particularly of staff qualifications. If however the 'accommodation' must consist of an expensive mobile library in a poor and scattered district, the board may have to provide it or assist with its purchase.

Whatever the precise allocation of financial responsibility, any system of shared responsibility, and therefore authority, causes danger of friction and dispute. Clear and simple demarcation between the responsibilities of the board and of each local authority is essential and the obligations of both partners should be plainly stated in writing before co-operation begins.

The board is the best placed body in the state to provide publicity for libraries. It may use press, radio, cinema, talks to organizations, the annual report, book displays at conferences, 'library weeks' and other means. A distinctive sign placed on every co-operating library is valuable. But of all publicity media, the satisfied reader is by far the best. A continuous public relations effort will be needed, aimed at impressing on the government and those who control the purse how much the public appreciates and profits by the service. Ministers and senior officials are busy men, and they may not use the libraries much themselves, and so may otherwise be unaware of the good work they are doing.

It is the duty of a board to set and maintain minimum standards. Books are after all the most important element in a library, and if the board controls the minimum quantity and quality of books in each library, maintenance of building and staffing standards is fairly easy. Similarly a board normally settles certain general practices such as inter-availability of readers' tickets at

any library and uniformity of borrowing rights. The board's standards must of course be minima and should not act as a deterrent to a local authority wishing to improve on them.

The board may, particularly in its early stages, feel pressure to make rapid progress by sending out many small collections of books, rather than fewer adequate ones. Such pressure should be resisted. All experience shows the unwisdom of starting public libraries with an inadequate stock. If it is at all possible, one book per head of (literate) population should be the minimum in small libraries. That is little enough but, backed by a good request service and frequent exchanges, it will do. A lower ratio will almost certainly lead to a lower quality of stock, and certainly to a lower quality of reading; in time readers will become disillusioned and no one is more difficult to convince of the desirability of improved services than the disillusioned former reader.

When the area of a board contains people who live in such isolation that they cannot be served by any static or mobile library, their requests have to be supplied by post or similar means, either from a local library or directly by the board. There is, however, a danger in this type of service, desirable as it is. If keen readers who live in places which could, but do not, provide a library are so supplied, they are less likely to demand a local library; thus the board, by giving an individual service, may stultify its own efforts to promote the establishment of libraries. This does not, of course, apply to special services for classes of persons otherwise unable to use the normal libraries, such as those in hospitals, lighthouses, prisons, coastal ships and so on.

Some library boards have been made responsible for libraries other than public libraries: those of government departments, state educational institutions, libraries of parliaments and so on. The board should indeed encourage and assist co-operation between all libraries of all types within its area. There are many ways in which this can be done: by the maintenance of a state bibliographical centre; by the organization of both intra-and inter-state loan and exchange facilities; training facilities and interchange of staff; by allowing its central cataloguing organization to undertake work for other libraries at their request; by holding library conferences, and in other ways. The main characteristic of a library board is that it assists rather than controls; it should always be on the look-out for ways in which it can, without impairing their autonomy, help other libraries, with the aim of improving and integrating library facilities generally in its area. The end is always better service for the individual reader, whoever or wherever he may be; the larger the resources which can be mobilized for his benefit the better.

If a good reference library does not exist in the area, the state, through the board, will probably be the authority best fitted to establish and maintain one.

A library board has a clear duty to exercise leadership in library matters throughout the state. This entails two obligations: to survey and study in general, but fairly definite, terms what the people of the state need from the service and how their needs may best be met; secondly, to publish its findings and policy and to persuade all concerned of their wisdom.

High-sounding but vague expressions of purpose are not enough. No board, and no library, has funds to do all it would like to do, or all that it thinks ought to be done; if it is to make the best use of its funds it must weigh the relative importance of different services and types of service, and must come to a clear decision on which should be provided and for whom, in the light of the funds available or likely to be available. As a library may fail by doing too little, so it may also by attempting too much and doing nothing well. This appraisal of community needs is a continuing process; old ones lose their importance and new ones arise as time goes on.

In the board's discussions of policy, as in all other matters, there should be an interplay between the views of the expert paid official and the lay members, the two sides supplementing each other. The lay members bring to the board's discussions the point of view of the ordinary people, but in so doing they should not forget that few, if any, social advances have originated in the expressed wishes of the people. They are born in the imagination of prophets and nurtured by the enthusiasm of a few. Therefore the board should never be content merely to follow public opinion; it must be prepared to lead it. The chief librarian, and his staff, will naturally study local needs and developments, and practice in other libraries, and bring what is relevant to the notice of the board. The better informed the librarian on professional matters, the more he will stimulate the board with successful ideas and dissuade them from experimenting with others. It follows that the board should encourage and pay for the attendance of its staff at professional conferences, and the acquisition of an adequate library of professional books and periodicals.

Any development programme for libraries necessarily includes the training and education of librarians. A board has two responsibilities here: to provide for the professional education of librarians and for the training in routine skills of those who have no need or desire to achieve full professional qualifications. The first it may discharge either by establishing a library school itself, if the number of students warrants the cost, or by enabling them to attend schools of librarianship elsewhere. The second is

of almost equal moment and may be done locally. Methods, however, will vary according to local conditions. The board should certainly encourage new local librarians, who are not qualified, to attend a short period of instruction in basic techniques and orientation. It may well pay the cost of such attendance.

A state board has a responsibility to advise the government on library matters and particularly on desirable amendment of the law. It may also collect and publish statistics and similar information.

Nothing has been said about the important function of promoting the establishment of new libraries, partly because the methods have been discussed adequately elsewhere, but also because the best stimulant is a high quality of service. When that exists, demand is likely to arise spontaneously as fast as it can be satisfied.

A library service such as we have been discussing is a joint enterprise between a library board and local authorities. Its success will depend as much on the relations between the two as on professional efficiency or financial adequacy. The board is the senior partner; it has relative wealth, power and prestige, but it will do well at all times to remember 'whosoever will be great among you, let him be your servant'. The board must lead but not drive; it must control, at least to the extent of seeing that the assistance it gives to a local authority results in a good service to the public, but it should work by persuasion and advice. It should give great freedom to local libraries and remember that freedom includes the freedom to make mistakes. It should encourage diversity of method and practice to suit local conditions, for that way lies progress. It should afford its officers the means and the facilities to make personal visits to local libraries, for administration by personal contact is the best form of administration. If the board always treats local authorities as partners, not as subordinates; if it makes clear at all times that its purpose is to help. and if it ensures that the same spirit is shown by all its staff, it will have no need, except very exceptionally, to use stronger measures to achieve its purposes.

CHAPTER III

RURAL PUBLIC LIBRARY SERVICE

by

G. T. ALLEY [1]

OBJECTIVES

Without a clear understanding of objectives, techniques, however ingenious, may, prove sterile. It has been said by way of criticism of librarians that they are sometimes prone to give a service of cards instead of books. Similarly an elaborate distribution system, liberally supplied with methods for tracing defaulting borrowers or tracking down lost books, may fail in its task of getting good books used.

There are four things that a public library distribution service in rural areas should do:

Provide a minimal service of books and other printed material at the level at which these can be used by the keenest, most literate, most accessible borrowers. This tends to mean service to the 'converted' and, depending on the method of distribution, may reach from 10 per cent to 20 per cent of the population. It is a provisional or a minimal service.

Provide specifically requested books, printed material or information. This involves two things: one, the existence of a specific need by a borrower, and two, the creation of a headquarters organization which is able and willing to supply the wanted book, periodical, or piece of information.

Provide subject collections of a range of printed materials wide enough and attractive enough to make some impact on the minds of borrowers who are not accustomed to seeing printed material grouped in this way, and have consequently failed to appreciate the strength and range of public library service through organized and adequate book collections.

Provide, by way of constantly and expertly changed stocks, a wide range of books and important printed materials so that in fact as much as possible of the current output of this material shall pass through each key point in the distribution system with not too great a delay.

1. Director, National Library Service, Wellington, New Zealand.

The Minimal Service

A familiar pattern of rural library service is that consisting of boxes or other containers of books dispatched from a central point to groups of readers living in widely separated localities. It has been the forerunner of the wider, more comprehensive, services that have developed in many parts of the world—in the United Kingdom, in North America and elsewhere—as county, multicounty, district, and regional library services. A central library headquarters is established, stocks of books are acquired, staff appointed, arrangements for local centres and local distribution and transport of containers are made, and the service begins. It may be useful to list some of the advantages and disadvantages of this type of service.

The advantages are:

1. Adaptability to circumstances, and flexibility. Both at the local level and in terms of the general library service there is a marked element of adaptability. Boxes, baskets, or hampers of books can be transported by rail, by sea, by air, on horseback or in a variety of ways. Subject to reasonable overall requirements, such as safety from weather hazards, damage or theft, they may be deposited in local communities in an equal variety of ways—in stores, schools, public halls, and private homes. An important element of adaptability exists in that such a service can be started with relatively small resources in books and staff. It can acquire its strength gradually in terms of the load placed gradually upon it, unlike the static public library which must plan for a higher percentage of its peak load of borrowings from the first day it is open.
2. Economy. Although strong criticisms may be made against the limited nature of a minimal service, there are economies in its operation. They arise from the use of volunteer help at the local centres of distribution, from the somewhat sparing use of trained staff in the steps involved in forwarding books to centres, and from the limitation in technical processes required to maintain a collection for lending of this kind. For example, it is not necessary to classify such a collection except into very broad groups, and cataloguing can be dispensed with—although a shelf-list may be kept. While conceding that such economies are possible, and in certain cases necessary, it should be pointed out that they arise from a state of library affairs that can only be regarded as preliminary to something better.

The disadvantages are:

1. A static service. The deposit of books, unless on an impossibly generous scale and changed very frequently—say once a month—will suffer from most of the ills which beset the static library in the small town. These ills are 'the twin tragedies of books without readers, readers without books' as expressed by L. R. McColvin. [1] It can be categorically stated that the public library history of some countries has been filled with the results of attempts to provide static collections in small communities. If the test of a library is its book stock, the small community with limited resources must borrow—since it cannot own—the range of books which its people need. But small deposits of books, infrequently changed, although they are better than nothing, cannot make much impression on the problem of supply to the smaller community. There are not enough books for some readers and perhaps too many readers for some other books.
2. Demand actual and potential. Under a fixed depository scheme the limits of demand for books remain unexplored. Demand is for the things which are seen, and the library's task is to increase the limits of demand by continually showing different books in generous quantity. This it cannot do when only a fixed quota of books can be sent to meet the general reading needs of the literate population.
3. Complacency and 'coverage'. If there are 1,092 villages or centres in a given administrative unit for service it is possible for the library authority to achieve a 'coverage'—of a kind—by depositing a minimal service in each of the 1,092 places. A map can be prepared and coloured pins can be made to show that the people in these places are receiving library service. This is to deceive ourselves, for access to books in quantity is in fact not being achieved by the people whom it is intended to serve.

Provision of Requested Books

It is not unusual for some kind of request service to operate almost from the beginning of a rural library scheme. If such a scheme is planned there are several things that should be done.

At headquarters. Planning of distribution techniques and routines must take into immediate account this important function which the system has now added to its responsibilities. If the stock of the system itself is expected in due course to cope with the majo-

1. Lionel R. McColvin. 'Aspects of the English public library system', *New Zealand Libraries* 10 March 1947, pp. 23-35. See p. 30.

rity of requests—it cannot be expected to do so straight away, and the system must at first either borrow from a larger, older established system or fail to meet all requests—provision must be made for a headquarters collection of books to be available for the request service. This will involve adequate stock accommodation with easy access for staff. Many rural library systems have begun their careers in makeshift accommodation ; it is most advisable to plan the building as a workable library unit allowing ample space for expansion. Demands to be made on the request service will involve also adequate, though not necessarily elaborate, cataloguing and classification. In countries where a current national bibliography exists or where the bookstock being used regularly is listed in easily available bibliographies published elsewhere, much can be made of these as a foundation for the reference work which will follow the setting up of a request service. At this point also the building up of a staff of trained librarians must begin to ensure the acquisition, processing and exploration of the printed materials necessary for the 'request' service.

Criteria for evaluation of 'request service'. It is possible for such a service to be an extremely valuable part of a rural library system. It is also possible for it to be perfunctory, not worth supporting, and misleading in the analysis of objectives reached. Certain publishers of subscription sets of books and of encyclopaedias have in the past offered, as an inducement for the sale of their products, the guarantee that reference questions sent by the purchaser would be answered free of charge.

It was possible to offer such a service because an actuarial computation showed that the number of people likely to make use of the 'service' would be insignificant. If the existence of the 'wanted book or information' service is not publicized, and if it is not made almost a point of honour to supply all requests of a reasonably serious kind, a lack of confidence and disbelief in it can very easily arise.

Here it is relevant to note that in rural library work it is impossible to cope with the many tasks seen and unseen, without a well-knit staff of high intelligence, good basic training and free imagination. A static library has the stimulus of the presence of the borrower with his or her problems or needs. In rural work the link is a slip of paper or a message of some kind, and the stimulus except to a person of responsibility, intelligence, and imagination is at a much lower level.

It is desirable to encourage requests and use every effort to fill them, not only for specific titles of books or articles in periodicals, but also for information where the title of the book is

not cited. Here occurs the increasing load on the bibliographical resources of the system, with consequent need for ever increasing provision of aids to reference work of all kinds—periodical indexes, bibliographies, union lists of serials, as well as the mass of other reference materials.

Sometimes a marked emphasis on the request service may result in a diminution in the scope and value of the ordinary or routine service. Where 20 copies of a book are purchased it is not unknown for 5 or even 10 to be held in reserve as 'request' copies.

The value of a rural library system should be measured by the effective use it makes of the book stock with which it works. If it is known that a title is likely to be heavily requested it is prudent to circulate and duplicate it by the measuring rod of reservations, buying extra copies if need be. If however a title is good and likely to have appeal when seen and is not being advertised commercially, it is better to let it percolate through the lending system.

SUBJECT COLLECTIONS

Earlier speculations, notably by Dr. E. Savage of Edinburgh, have pointed the way to a re-assessment of the ways in which people react to books in collections. It is thought that for many borrowers the impact of subjects is increased by the grouping of books in organized collections. Failing a deliberate policy to provide such collections by the rural library system, the person in the smaller or more isolated community will not normally see books except as units in a heterogeneous mass ; the work of organizing such loan collections should therefore be undertaken at the earliest possible time in the launching of a rural service. As a sure guide to selection of subjects for supply, a study is made of the communities themselves, and subject groupings already existing in more or less organized form such as clubs and societies are used. Subjects of popular interest such as photography, games, horticulture, child care and home decoration are some of the many that can be used in this way. It is usual for the subject collection to increase quite sharply the use made of the request service.

This occurs in two main ways. Firstly, collections displayed and used in a centre will leave their own mark and stimulate borrowing in the subject itself. Secondly, as confidence is engendered at the local level, requests are made more freely in other subjects with the hope that the resources of the lending system may be equal to meeting them. The borrowers will make an

important judgement about human interest and library service—that where there is an interest there is printed material, somewhere, to foster and nourish that interest. It is the responsibility of the lending system to accept and act upon that challenge to its functions.

CIRCULATION OF THE AVAILABLE RANGE OF PRINTED MATERIAL

At the earliest feasible time the rural library system should begin to consider its responsibilities in relation to the circulation of as wide a range as possible of books, periodicals, and other forms of print. The technique of circulating such material in rural areas is as yet far from being worked out. The paramount principle involved is that the individual, whoever and wherever he may be, should have the freedom to choose from the printed material which records the knowledge and the views of his own and past generations. Without this freedom, library service is in chains as the books of medieval times were in chains, knowledge is limited, thought, feeling, and action are circumscribed. The operation of a circulating system so as to provide freedom is not easy, but it is fruitful and rewarding. Some principles basic to successful operation are given:

Size of the Unit

Without units of adequate size, i.e. large enough in population to support a budget large enough to purchase and exploit the desired range of printed material, there cannot be a successful circulation of a wide range of material.

Early thinking about rural library service tended to place the *per capita* cost too low, and it is necessary, therefore, in considering the setting up of rural systems, to look to the writings of such librarians as Carleton Joeckel, L. R. McColvin and Lowell Martin for guidance, rather than to the earlier reports of single county developments which followed the spread of rural library service in the United Kingdom and in North America. There is no agreement about the optimum size of the unit, but there is unanimity that it must be large enough to support an adequate book fund, adequate staffing and technical processes, including a group of specialists in subject fields and adequate housing and transport arrangements.

It is in the operation of specifically designed delivery, display, or direct-to-borrower, library vans that rural library service can begin to reach its fourth and most fruitful stage. The library-on-wheels makes an important contribution in bridging the gap that exists between the isolated borrower and a modern book supply. To be fully effective, mobile service should not be confined merely to delivery at local centres of quotas of books ; it should also enable a good range of stock to be displayed. While it is not yet possible for all rural library systems to have their own mobile library service, it is generally admitted that they are giving an inferior service without it. Adverse factors such as bad roads, heavy rainfall, difficult terrain, may inhibit, but they should not finally prevent this essential part of rural library service from being given.

CHAPTER IV

THE PUBLIC LIBRARY AND THE NEW LITERATE IN INDONESIA

by

F. MOELJONO HADI [1]

Development of public library service in Indonesia is closely related to the fight against illiteracy which began in the early days of the republic. This movement for teaching and learning the alphabet, occurring as it did at the time when the Indonesian people were struggling for their independence, can be considered as an impulse of the new nationalism and also as an expression of a national consciousness of the defects of the old colonial system. A tremendous problem had to be solved quickly and effectively, because at that time the illiterate were estimated as at least 80 per cent of the whole population, and a population which is unable to read and write will find the door closed to opportunity and progress.

It was within the range of the anti-illiteracy efforts that the Public Library Service began its first activities. It supplied reading material for the new literates and for the general reader. In fact the public library work could not be separated from the anti-illiteracy movement, since the new literate needs books and other reading materials to enable him to conserve and expand the knowledge which has been obtained. It also became clear that, apart from the book needs of the new literates, there was a desire for knowledge among the general public and, as this grew, the demand for books increased rapidly. It was therefore the general public as well as the new literates who turned to the public libraries. Moreover the young folk, knowing that the school could supply books only in a limited measure, looked to the public libraries to give them what they were lacking. These different kinds of demands for books have made it necessary to have a public library service which will meet all needs.

Some details are needed to give a picture of the conditions in which the public library service is developing in this present early stage: Indonesia is an extensive country (750,000 square miles), consisting of about 3,000 islands. The population is 80 millions. Communication between the islands and between

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distant places within the larger islands is still very difficult. In addition to the Indonesian national language (the generally spoken language) there are many regional languages. The educational standard of the people varies from region to region. Professional staff and even well-trained routine workers for public library work are lacking. Indonesian book production is limited. An exhibition of Indonesian book production from 1945 to 1955 included 10,000 titles, but it is estimated that only about 2,000 of these remain in print and are available for purchase. The high book prices make mass book supply difficult.

All these factors as well as the national spirit of the times have had their influence on the development and progress of library service in Indonesia.

It was clear that if library development was to proceed satisfactorily, a national plan would be essential for the provision of effective service to so large a population, scattered through many islands and often living in remote and isolated areas, with a wide diversity in cultural backgrounds. The plan required the establishment of a national library system based on the co-operation of all types of libraries. It was important that all these libraries should play their part in assisting the efficient and economical flow of reading material throughout the whole country.

At the outset it was realized that the public library system would be able to provide a system of communication which would carry library book resources even into the most remote districts. To establish this network, to interest people in reading and to make sure that they subsequently could get the reading materials which they might need, the national plan included the establishment of regional headquarters libraries.

In carrying out this plan, it was possible to rely on the system of government administration in Indonesia. The country is divided traditionally into cities and regency areas and further sub-divided into sub-districts *(ketjamatan)*. Following this public administration pattern, library staff was trained to maintain what can be called state-regional service centres at 189 city and regency headquarters. From these centres smaller libraries were developed in 2,657 of the 2,786 sub-districts. These libraries were for literates. In an additional 14,377 Indonesian villages, libraries have been established to maintain the reading interest of the new literates.

This is the public library pattern as it has developed in Indonesia. At the beginning there was no staff trained in library administration and distribution on a nation-wide scale. The programme had to be based entirely on the confidence of the Mass Education Department in the competence of local organizations to cope with the problems involved.

The developments during the last few years have demonstrated that it was possible in a very short time to cover the entire country with public library service if confidence was placed in the initiative, intelligence and energy available at the village level. It would not have been possible to develop more than 16,000 small libraries if reliance had been placed on the availability of trained assistants; or if the programme had awaited the establishment of training schools for the preparation of a large staff.

Instead of waiting, the Mass Education Department—of which the Public Library Service is a part—began on the assumption that the people were entirely capable of organizing library service for themselves if only the problem of library supply could be solved initially on the national level. This problem was the chief concern of the department.

The Mass Education Department assumed that if a capable local committee could be formed in each village or sub-district, and if the necessary advice and supervision could be given continuously from about 189 points throughout the country, the local organization of libraries, and the responsibility for good use of the material provided, could be entrusted to the people themselves. This faith has in the majority of cases been justified. Village libraries have been sponsored by the local Mass Education Committees and the books are well used. Great care is taken of the books and they are used again and again. In some cases paper-bound books (there are almost no cloth-bound books in Indonesian village libraries) are used a great many times without being worn out.

It might be worth while to give one example of the kind of energy and vitality which can be found at the village level. The local library of the village of Tjiwidej in West Java is in a small room, but it is administered by an enthusiastic volunteer committee. The village has recently constructed a new mosque, a new irrigation system, a new road, and it is very proud of the new model houses which have been built to new specifications. All this, the villagers say, has been done with the aid of books. Very much more than reading of technical journals has, of course, gone into the organization of all this volunteer work which the village community has undertaken. For example, technical advice has been received from many government departments —but this advice too has often come in the form of carefully selected magazine articles, pamphlets and books. In describing this village achievement, the official of the Department of Internal Affairs who was responsible for the co-ordination of the programme could say truthfully that to a large extent 'all this has been achieved by use of books'.

There are as was mentioned above, 2,657 sub-district libraries, and these are responsible for service to the groups of villages which surround them. The development of this service at all levels has been voluntary and has depended on local initiative. The offer which the Department of Mass Education made was that if local initiative and local organization could guarantee the local administration of a library, books and some financial aid would be provided. This offer was made for the whole of Indonesia. The response has been enormous. Hundreds of volunteer library workers are now serving in village libraries. In all these villages the local committee must provide adequate housing as well as the volunteer labour of the librarian. At Babakan Surabaja, for example, a soldier has given two rooms of his house for the use of the library. One of the rooms is used for adult books and the other for books for young people. He has not been content to receive books only from the Ministry of Information and from other sources; the village has also bought books for the library. Around the walls of his rooms the books are arranged on small ledges with the covers showing in a display system as effective as that of any commercial newsagent. It is difficult to find any satisfactory substitute for the intelligent and enthusiastic librarian who knows the range of books available and who is also interested in the people of the village and tries to see that they get what they want.

The public library work done in Indonesia can be regarded as a demonstration of what can be achieved merely by the organization of book supply on a national scale and by reliance on local initiative for the local organization of the service. It is also a demonstration of the enormous demand which exists for public library service of this kind. It has shown the importance of local initiative and has set up the thousands of small governing bodies which are needed to maintain the service. It has established also the necessary 189 state regional service centres from which it will be possible for the state to carry on indefinitely the programme of aid to public libraries.

It is hoped that in the future book supply will become a local responsibility and that the 189 state-regional service centres will become sources of less-used books and a channel through which a request service can function. It is hoped also that as soon as possible local finance should increasingly take over responsibility for replacement of popular titles. As responsibility for popular service passes more and more to the lower levels of government, the 189 service centres and the provincial headquarters libraries will tend more and more to provide with state funds for the reading needs of those who, through higher education or by natural ability, are already asking for specific subject material and for

material in English and other languages. English is now the second language of Indonesia and is taught as such in the schools. French or German may be studied as an additional foreign language in the high schools. There should be some organization through which books in other languages can be secured so that people who have learned foreign languages can make use of their new reading skills.

The long-term plan is to develop in each of the 12 provinces one provincial headquarters library which will act as a resource unit and as a clearing house for the province. All 12 will keep in touch with a national headquarters resource collection. Through this system of provincial libraries, national and even international inter-library loan should be possible.

Certain devices are however necessary if the best use is to be made of village libraries. As the development of a request service progresses, it will become increasingly important that local librarians should be qualified to encourage reading. At present use of good books of a more difficult kind depends almost entirely on the interest and personal knowledge of the local librarian. One who has wide interests will know who in the village is likely to be interested in the more difficult titles in the collection and will see that the best use is made of these books. One who himself has restricted interests will not be interested in these titles and will tend to report to the headquarters that there is limited interest in some of the titles or that for some titles he has failed to find readers. These reports by volunteer librarians often indicate that the librarian himself is not interested and that he has therefore failed to draw the attention of others in the villages to the titles, and that the volunteer librarian has not developed display techniques which will bring the titles to the attention of readers.

Where the range of interests of the local volunteer librarian is limited, the system of distribution must rely entirely on the effectiveness of local display methods. It is only by letting the books be seen that the librarian of limited interest can bring his collection before readers.

The success of the library depends largely on the choice of the local volunteer librarian. If he is a person of limited interests, display methods are of maximum importance. In Indonesia the tradition of closed access which prevailed in many places in the past has unfortunately been carried over in some places in the development of village services. This is a tendency which it has been necessary to combat.

The effect of elementary primary education and anti-illiteracy courses can be quickly lost if it is not followed at once by the use of reading materials. The Mass Education Department therefore

began, in mid-1952, the organization of 'introductory libraries'. These act as an introduction to the use of the higher level libraries. Through them the new literate makes his first contact with information available in print.

Certain requirements have been defined by the department as necessary if the printed materials supplied for the new literate are to perform their proper function. Such materials should arouse the spirit and consciousness of the people; encourage efforts to build up the community and the village which comprises the community; and provide an understanding of government administration and a knowledge of history, health, economics and women's activities; and should raise moral standards.

In the establishment of these libraries there have been many difficulties. It is difficult, in particular, to find suitable books and magazines. The problems of book supply are many. There is a need for co-operation with publishers to make sure that suitable books and journals are available—it is of interest to note that the president of the Publishers Association has recently been appointed as a member of one of the sections of the National Library Board.

The people in the villages must play their part in providing extra funds for the purchase of books and magazines. Village leaders are encouraged to act as subscription agents for suitable journals.

One of the techniques by which the importance of writing can be conveyed to the new literate is by using every opportunity to present information in the village through the written word. Important announcements from the head of the village are always written. Regulations are always in writing. If anything needs to be reported it should be in writing. Places of importance in the village are given a notice board which carries the name of the place. All houses must carry the written name of the occupant. The intention of the Education Department is to show that 'everything in daily life should be based on reading and writing'.

A difficult problem in Indonesia in the development of literacy and in the establishment of public libraries is the existence of about 25 regional languages and about 250 dialects, as well as the new national language, the 'Bahasa Indonesia'. Whenever possible, locally produced books in the local languages are being printed for use in 'introductory' libraries. Local printing may be in the local languages, but books printed for national distribution are in the national language: the development of a national language within the last few years is outstanding evidence of the new national unity of Indonesia. While the local languages may be used in an effort to speed up literacy, it is expected that the transition to the new national language will also be made.

This is necessary since newspapers and other publications appear in the national language, and all official correspondence is also conducted in it.

A nation-wide public library service which relies almost entirely on local initiative must nevertheless have skilled guidance and advice from the national headquarters. In the past, guidance and advice have been given through regular supervision of provincial and regional officials and by visits. The planning of the necessary regulations has been done from the national headquarters, but always with the idea of maximum local autonomy in mind. It is now the intention of the department to issue a training manual for village librarians. The department has also commenced the publication of a standard catalogue for public libraries, and part of this has already been issued. When the catalogue has been completed, it will be kept up to date. It should facilitate local buying and will probably make local cataloguing unnecessary.

Training of a cadre for the higher levels of library service must be done in co-operation with the National Library Board and with the National Library School, but what library service really needs at an early stage is library workers who are able to arouse the interest of the reading public. They should then help the public to make use of libraries for intellectual and social development.

Although library aims are much the same in any country, the libraries themselves need not necessarily be the same, either in their size or in the techniques they use. Their methods must be adapted to local physical and cultural conditions.

Editor's note: Unesco has aided Indonesian library development by provision of the services of a consultant for two years under the United Nations Technical Assistance programme. The number of Unesco library experts in Indonesia is being increased to three in 1956.

CHAPTER V

A BUILDING PROGRAMME FOR A PUBLIC LIBRARY

by

CHARLES M. MOHRHARDT [1]

A 'building programme' is a statement of the requirements of a library and includes a complete list of the public and non-public service areas. It describes, in outline form, the interrelationships between the various public service departments, recommends the size and most suitable location for these units, and defines the most important building details. It is important that the 'building programme' be carefully prepared and contain as much detailed information as possible, for it will be used by the architect as the basis for preparing his plans. Most librarians have little experience in library building planning and construction, while most architects have little knowledge of public library organization, methods and services. The 'building programme' is the working document which bridges this gulf between the librarian and the architect.

No two building programmes are identical. Each should be designed to fit a particular community and based on the type of service to be rendered, local conditions, the budget and many other factors. The present sample building programme has been prepared to illustrate some of the most important factors to be included in a constructive and workable programme.

GENERAL

The modern public library serves all members of the community. It has become the focal point for those seeking information on many diverse subjects, for those who wish to improve their education, for recreational reading, for research and for aesthetic appreciation. The providing of an effective service presents a fourfold problem: the selection of the best books and other materials, the classification or arrangement of these materials in a logical order, the provision of a card catalogue and bibliographies as indexes to the materials in the library, and the employment of

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a well trained staff of professional librarians to assist in the maximum use of the library. In addition to printed material the public library makes use of other informational mediums such as educational films, gramophone recordings, lectures, discussions and radio. Space and equipment should he planned for these materials as well as for books.

Finally, the library building itself plays a vital part in bringing the library's materials into the lives and thinking of those who normally might not make use of this treasure-house of knowledge. The spirit of the 'open door' should be the keynote of every new library building. The structure should have large areas of glass reaching to, or near, the floor in order that those who pass will see books, the colourful interior and the activity within thus inviting them to enter its friendly atmosphere.

In designing this library the following points should be carefully considered: convenience to the patron, economy of operation and maintenance, flexibility and adaptability for future changes in public library service, future expansion for increase in population and increased use of the library, simplicity of expression in its architectural form (the old monumental library buildings are as a rule cold and uninviting institutions), minimum installation of permanent partitions, an inviting and restful interior and an adequate parking space for those who make use of the library and its auditorium. 'Packaging', or the grouping together of similar service areas, produces a cleaner plan and helps to reduce the space requirements and operating costs, e.g. adjoining departments might have one joint workroom rather than individual workrooms for each department.

SITE

The choice of site has an important bearing on the acceptance and use of the library. A prominent, easily accessible, location is required so as to attract a large number of persons. The library should therefore be placed where people naturally converge—in the heart of the shopping and business district, rather than in a remote location such as a park, civic centre or quiet side street. (The choice of a main library site in a large city is a far more complex problem, too involved to be included in this programme.)

The site should be large enough to provide for the library and for future expansion. (The Detroit Public Library doubles in size every twenty-one years.) The shape of the lot will inevitably affect the layout of the building. A square lot often presents difficult problems unless it is rather large; a rectangular lot with long street frontage is perhaps the most usable, though a deep

lot can also be adapted successfully if the frontage is not disproportionately small. Triangular sites should in general be avoided. Lots facing north and east seem desirable; they permit large glass areas in the street façade and yield a maximum of natural light in the large reading areas. South and west exposures usually present the problem of glare which must be controlled by blinds, draperies or other means.

LOCATION OF PUBLIC SERVICES

Ideally all public services should be located on the ground floor. Thus all library users will have easy access to the library's materials without having to make use of stairways and elevators which are psychological as well as physical barriers. Furthermore the locating of public service on one floor makes it possible to house the books in a logical order and to bring related materials in two or more departments into adjacent areas.

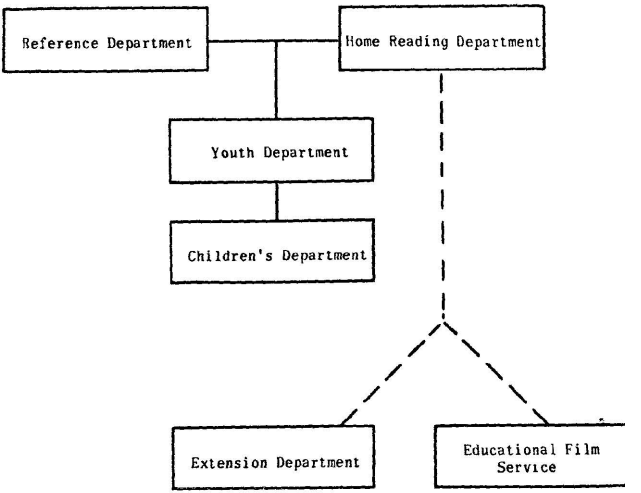
PUBLIC SERVICE DEPARTMENTS—INTERRELATIONSHIPS

Three charts have been prepared to illustrate the desirable interrelationship of public service departments in various size libraries. Chart 1 gives a departmental plan for a small public library. Chart 2 is a departmental plan for a medium size library and Chart 3 a plan for a large, completely departmentalized, library.

Small Public Libraries

Chart 1 has been prepared to show the most desirable location plan, within the building, for the minimum number of public service departments. This chart refers only to the preferred location of these departments in relation to one another and does not indicate administrative relationships. In this simple plan all the adult circulating (home use) books would be located in the Home Reading Department. All reference books would be located in the Reference Department. The Youth Department should be placed near these departments so that the teen-age group may make use of these collections in addition to their own. The Youth Department is placed between the Children's and Adult Departments as a bridge to help young people obtain transitory reading material as they develop from childhood to adulthood. The librarians in the Children's and Youth Departments should be specially trained to facilitate this transition and to make reading a pleasant and profitable experience.

CHART 1. Interrelationship of Departments—Small Public Libraries (First [Ground] Floor).



Medium Size Public Libraries

As a library's book resources, use and services expand, the few departments included in Chart 1 will be found inadequate to provide prompt and effective service. The next step is to split off the larger subject divisions into separate subject departments [1]. Thus, for example, in a city of 100,000 population the departmental organization might be like that shown in Chart 2. This expansion into subject departments creates an important change in the library's organization. No longer is the Home Reading Department responsible for all books taken out for home use

1. The subject content of departments in a medium size public library is not given separately; it can be determined from the more inclusive subject breakdown for departments in large public libraries which follows Chart 3.

and the Reference Department for all reference books. A portion of these functions is now taken over by the new subject departments, which contain all of the circulating and reference books in their particular subject fields, thus enabling the reader to obtain a complete library service in each subject department. As a result of this expansion in public service departments the Home Reading and Reference Departments are now responsible for the circulating and reference books only in the subject fields not covered by the new subject departments. To indicate this change in subject content the name of the latter unit has been changed from the 'Reference Department' to the 'General Information Department'.

Large Public Libraries

This chart illustrates the departmental status in cities of about 300,000 population or over.

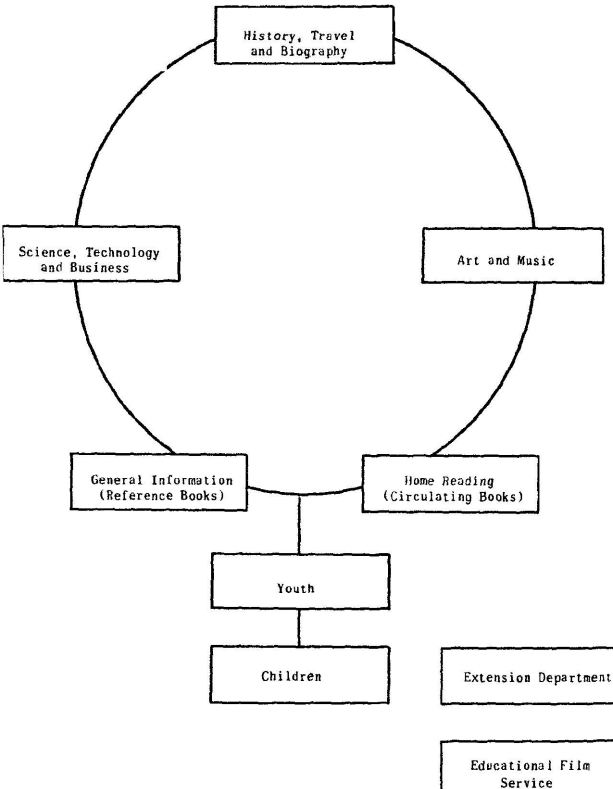
The degree to which the library planners succeed in applying these principles of interrelationship will determine in large measure the success or failure of the final building plan. In almost every situation, however, certain compromises will be necessary. The careful weighing of the advantages and disadvantages of each compromise against some alternate compromise is important. If the library building plan is properly designed it should be flexible enough to be adaptable to enlarged and changing services as the city and the library increase in size.

In a small library it would not be economically sound nor productive of better service to organize all the departments indicated in Chart 3. A fully departmentalized library is expensive to operate and a complete organization of this type should be delayed until the book collection is becoming unwieldy in size.

In Chart 3 the large circle designates the subject departments which contain both reference and circulating books in a particular subject field. The solid line indicates a direct subject relationship between departments and the dotted lines designate a secondary relationship. The home reading or circulating departments are indicated in the five rectangles below the circle. The subject content of the departments included in Chart 3 are described in detail below under two headings; Subject Departments—Content and Home Reading Departments—Content.

Subject departments—content. The following departmental allocation of book class numbers is based on the *Dewey Decimal Classification and Relative Index, Standard (15th) Edition, Revised* of 1952. Each department listed below would contain both circulating and reference books in the Dewey classes as indicated.

CHART 2. Interrelationship of Departments—Medium Size Public Libraries (First [Ground] Floor).



General Information Department. To contain all the Dewey 000 numbers.

Philosophy, Religion and Education Department. All the 100 and 200 numbers plus 370 Education.

Social Science and Government Department. All the 300 numbers except the following which class in: Business and Economics Department (310 to 311 Statistics, 330 to 334 and 337 to 339 Economics, 368 Insurance and 380 to 388 Commerce); Philosophy, Religion and Education Department (contains 370 to 379 Education); Science and Technology Department (contains 389 Standardization, Weights and Measures).

Language and Literature Department. All the 400's and 800's.

Science and Technology Department. All the 500's and 600's and 389 Standardization, Weights and Measures. Except the following which class in Business and Economics Department (650 to 659 Business and Business Methods).

Business and Economics Department. Contains 310 to 311 Statistics and Statistical Method; 313 to 319 Special Topics; 330 to 334 Economics; 333 to 339 Tariff, Production and Prices or Planning; 368 Insurance; 380 to 388 Commerce and Communication.

Fine Arts Department. Contains all 700's except the following which class in: Music Department (780 to 789 Music, 793 Folk, Theatrical and Ballroom Dancing); Language and Literature Department (792 Theatre, Stage and Dramatic Art).

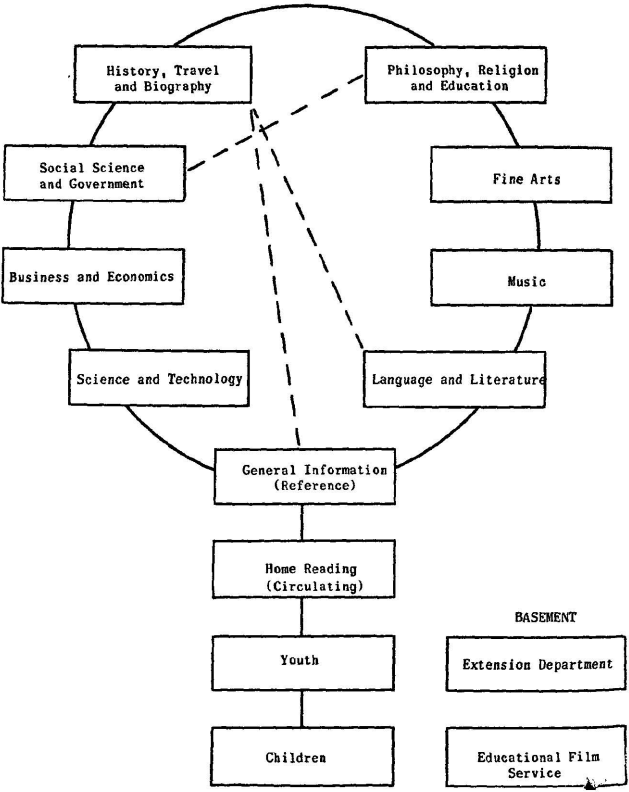
Music Department. Contains 780 to 789, 793 Folk, Theatrical and Ballroom Dancing and all phonograph records.

History, Travel and Biography Department. Contains all the 900's.

Home reading departments—content. All the books in the following departments are available for circulation, i.e. home use. The only exception might be the general magazines in these departments.

Home Reading Department. This department would contain the entire fiction collection, a circulating collection of the most popular books from each subject department arranged by 'Reader Interest Arrangement' instead of the Dewey Decimal Classification, and the general interest magazines not classed in any subject department. The Home Reading Department with its simple arrangement by reader interest serves the 'browser', who may be interested in books on many subjects but who is reluctant to examine the extensive collections in the subject departments; here he has a popular selection of books available in a comparatively small area. Those who wish a wider variety of or more advanced books on a particular subject

CHART 3. Interrelationship of Departments—Large Public Libraries (First [Ground] Floor).



are referred by the Home Reading Department to the various subject departments.

Youth Division. This is usually a division or a separate area of the Home Reading Department containing circulating books and magazines of particular interest to youth on all subjects. Reference service for youth is usually handled by the General Information Department.

Children's Department. A circulating collection of books including a few reference books, such as children's encyclopaedias.

Educational Film Service. This unit contains all educational motion picture films and equipment for film inspection and repair. As this is usually a loan service to groups rather than to individuals it need not be located on the main floor of the library. It could be either in the basement or second floor near the public stairway, so that those who come to pick up or return films have easy access to the Educational Film Service room.

Extension Department. The bookmobile, branch libraries, station libraries and service to schools, hospitals and other groups in the city are usually the province of this department. All the books in its collection are for home use. This department could be put in the basement adjacent to the bookmobile garage and the library shipping and receiving room. This basement location assumes a ramp to the basement for the use of the bookmobile and trucks and that adequate outdoor light will be available in the basement work areas. Windows would not be necessary in the basement book storage area if the basement is free of moisture.

LIBRARY BUILDING—SPACE REQUIREMENTS

The following space requirements have been calculated for a period of growth covering 20 years (see tables on pages 70 and 71). Though the estimates may not be completely accurate for each individual department they should be adequate for the total public service area. Any discrepancy in the space allotted to individual departments will not be important if the public service area is an open one, with movable partitions for the workrooms, and divisions between departments made not by walls but by free standing bookshelving. This flexible arrangement will enable the areas allotted to a particular department to be expanded or decreased, as the need arises, by the simple process of moving the free standing cases to form the desired area. There are several reasons for the use of free standing floor cases: (a) that the packaging of free standing bookshelving in one area of the room and the desks and chairs in another increases the book capacity; (b) most

First (Ground) Floor

	Area		Book capacity	Seating[1] capacity
	sq. metres	sq. ft.		
Public Service Departments				
Children's Department	270[2]	2 906	13 000	50
Home Reading and Youth	280	3 014	13 000[3]	38
General Information	185	1 991	8 500	26
Public Card Catalogue	20	215	—	—
Social Sciences and Government	165	1 776	7 600	23
Business and Economics	165	1 776	7 600	23
Science and Technology	185	1 991	8 500	25
Fine Arts	165	1 776	7 600	23
Language and Literature	165	1 776	7 600	23
History, Travel and Biography	165	1 776	7 600	23
Music	165	1 776	7 600	23
Philosophy, Religion and Education	165	1 776	7 600	23
TOTAL	2 095	22 549	96 200	300
Public Service Units				
Check-out desk and work space	24	258		
Return desk, registration and overdues	75	817		
Staff and public toilets	55	592		
Coat check room	19	204		
Elevator, book lift and stairways	47	506		
Department workrooms	185	1 991		
TOTAL	405	4 368		
Total space on first (ground) floor plus entry lobby, walls, air ducts, etc.	2 500	26 917		

1. Includes ample space for tables, staff desks, vertical files and aisles.
2. Plus children's reading garden adjoining the Children's Department.
3. Includes general magazines and newspapers.

Second Floor and Basement

	Area		Book capacity
	sq. metres	sq. ft.	
Second floor			
Administrative offices:			
Director	30	322	
Associate director	27	291	
Secretary, files and reception	27	291	
Business and purchasing	46	495	
Processing:			
Book selection and order Cataloguing Book mending	112	1 206	
Board and conference room	46	495	
Staff rest room, dinette and lockers	120	1 292	
Elevator, book lift, stairway	47	506	
Total space on second floor	455	4 898	
Basement			
Auditorium (300 people)	210	2 260	
Bookmobile garage	7	75	
Extension division work room and bookshelving	280	3 014	38 000
Receiving, shipping and loading dock	52	560	
Educational film service	100	1 076	
Two conference rooms	76	818	
Book storage	230	2 476	45 000
Repair shop and janitor	90	969	
Furnace room	?	?	
Total space in basement	1 045	11 248	

Total Area of Library

	Area	
	sq. metres	sq. ft.
Basement	1 045	11 248
First floor	2 500	26 917
Second floor	455	4 898
	4 000	43 063
Allowance for furnace room, exterior walls, etc.	650	6 997
GRAND TOTAL	4 650	50 060

of the public movement is around the bookshelves—by placing the bookshelves in one area instead of around the walls of the room, the movement of the library user as he examines the bookshelves is concentrated away from the tables, thus providing a less distracting reading area for the readers; and (c) the elimination of interior walls and bookshelving on these walls allows for more flexibility in arrangements and less waste of space.

COST ESTIMATE

Building

After determining the approximate size of the library as shown in the preceding analysis it is comparatively simple to estimate the cost of the building. Your architect or local building contractor will be able to give you an average cost per square metre (or square foot) for a building of the type you wish to construct. The estimated price of the building can then be computed as follows: area multiplied by cost per square foot (or square metre) plus architect's fee (usually 6 per cent in U.S.A.) plus contingencies 1 per cent (this may be low in some localities).

Furniture and Equipment

Among the items included in the furniture and equipment category are bookshelving for the public floors and book storage areas (sometimes these are included in the building cost), chairs, tables, staff desks, vertical files, card catalogue files, small book trucks, gramophones record players, sound motion picture projectors and screens, microfilm readers, typewriters, supply cupboards, staff lockers and exhibition cases. The cost of furniture and equipment will of course vary in relation to the amount, style and type of equipment selected. In several public libraries recently built in the United States the cost of furniture and equipment has been between 8 and 14 per cent of the building cost; in preparing a budget for the new library building it is recommended that at least 8 per cent be allocated. This sum would probably be adequate during the first few years that the library is in operation in its new building.

BUILDING DETAILS

An earlier section was concerned with the problem of building layout and space allocation. Very often, however, a library's

convenience and operating efficiency depend on the detailed considerations that have been incorporated into the final plan. Some of the more important details are listed here.

When space permits, all public service should be located at ground-floor level. Such an arrangement makes the library more accessible to the public, concentrates the public service staff on one floor, permits more flexibility and co-ordination in work assignments, eliminates duplication of return and check-out desks, typewriters and other equipment. With service stairways and book lifts piercing the floor the book storage area in the basement is easily accessible for the lesser used books.

An entrance without steps or terraces makes it easier to enter the library. A large expanse of glass on the side facing the street enables those who pass to see the colourful and inviting interior, the books and the people reading. At night the library appears as an attractively lighted showcase—a most effective and desirable public relations feature.

Each floor should be on one level. Though some interesting architectural effects may be achieved by stepping down or up into another space, even one step or a ramp will hinder the movement of people and book trucks for the life of the building.

The space for public service should not be divided into box-like rooms for juvenile, youth and adult services since solid walls freeze the plan. Where a separation is desirable, the division can be made by free standing bookcases, vertical files or other low elements. Then when the space requirements of a public service unit increase or decrease, the library service areas can be adjusted to meet this demand. Flexibility has become a requirement of great importance in library planning.

Artifical illumination should be evenly distributed over the public service areas so that free standing bookcases, tables, chairs and other equipment may be moved to new positions and still be well lighted. Desk and floor lamps are generally not satisfactory for public library use as they create a disturbing contrast in light intensity, require numerous electric power outlets and give the room a cluttered appearance. Though there is no general agreement on the amount of light required for large reading areas, experience indicates that 40 ft.-candles is adequate for most readers.

A number of design principles can be employed to change the often forbidding atmosphere of older libraries into one of cheerfulness and welcome. Such features as lower ceilings, elimination of ornate corridors and grand stairways, walls, gay colours on rebound books, and furniture upholstered with plastics in inviting colours will make the library attractive to more readers.

Long rows of tables and chairs create a monotonous looking interior. A more useful reading space can be created by providing

some lounge areas equipped with comfortable tables, sofas and light end tables which can be pulled up to a chair for writing. Reference areas can be provided either with individual tables or those which seat four people.

Light coloured floors are recommended because they reflect more light upon the lower bookshelves and also make dirt less apparent. Many people find a contrasting chequerboard floor to be disturbing when reading—the floor appearing to be in motion when viewed from a corner of the eye.

Acoustical treatment by means of acoustic ceiling tile, wall treatment and the arrangement of book stacks, draperies and similar elements should be considered by the architect. Librarians no longer talk in whispers and try to maintain the tomblike silence of older days, but they like to keep the noise level low so as not to disturb readers.

Librarians have come to recognize the need for smoking facilities. Experiments with smoking in all public areas have been found unsatisfactory for several reasons; insufficient ventilation for smoke removal, burns on the furniture and objections of non-smokers. However, these difficulties can be overcome by designating a special area for smoking.

Lower ceilings have many advantages. They facilitate good lighting and the replacement of electric lamps, reduce heating costs and because of smaller wall areas make cleaning and repainting cheaper and easier.

The control desk for checking out, registration of borrowers and receiving of returned books should be adjacent to the entrance. Psychologically, locating this desk parallel to the borrower as he enters the building seems preferable to confronting him with it. The old type control desk was a bulky and forbidding barrier to borrowers, who felt they were under observation from the moment they entered the building. The modern control desk is smaller and lower; 35 inches (89 cm.) high at the adult end and 30 inches (76 cm.) high at the children's end. The workroom for the control desk should be directly behind it so that routine operations such as sorting returned books, etc. may be removed from the control desk and yet be conveniently nearby.

The elimination of storage closets will help reduce building costs and provide greater flexibility. Movable steel or wood storage cabinets have proved to be more satisfactory and additional units may be added if the need for more capacity occurs.

Permanently built-in features such as gramophone listening booths and microfilm reading booths are of questionable desirability; they tend to freeze the plan and require expensive duct work for heating and ventilating. Furthermore they are wasteful of floor area. Microfilm reading devices of the latest type can be

used satisfactorily in brightly lighted reading rooms. Table-top record players with earphones have been found highly satisfactory. Electric power outlets under the floor should be provided for this equipment.

The bin type periodical case is a desirable feature if space is available. These units display the current issues of magazines on a hinged sloping surface which can be raised to obtain the previous issues in the bin behind.

In the workrooms both space and expense can be saved by employing work stations instead of individual desks. Each work station containing ample work and shelf space as well as one or more drawers is usually assigned to an individual staff member.

In the auditorium, provision should be made for an underfloor conduit carrying wiring from the sound motion picture projector to the loud speaker near the screen, thus eliminating the hazard of an electric cable on the floor. A three-way switch near the projector will enable the operator to control the room lights without leaving the projector.

The building elements listed above have been considered in some detail as they are extremely important and often overlooked details in library building planning. The author of this programme is prepared to supply scaled drawings of the elements described in this section, where applicable.

PART TWO

PUBLICATIONS AND OTHER MATERIALS

CHAPTER VI

PUBLICATIONS

Final Report of Group II [1]

INTRODUCTION

When considering the provision and maintenance of elementary reading material for adults in public libraries, conditions such as the following have to be taken into account: the underdeveloped state of Asian countries, where the people have not been offered adequate opportunities to adjust themselves to the onrush of the new ideas of the modern world; the extreme poverty of the masses, who are generally illiterate and live mostly in rural areas, and depend on the cultivation of land, which is their main occupation; and the acute differences of language, religion and culture which often give rise to sharp social contrasts and cultural conflicts within the same region.

In order to meet the present and future needs adequately, it is essential that public library services now be developed as a part of an overall scheme under planned direction and control. Any attempt to set up public libraries in another way is bound to fail. The plans and programmes of the public library must necessarily be integrated with programmes for the economic and social advancement of the masses of Asia.

THE PRESENT SITUATION

The members of the group described the situation in their countries in broad terms and told of action being taken, mainly by governments and semi-official bodies, to produce easy-to-read material. It was apparent that there is considerable variation from country to country. In Afghanistan and Nepal, for example, very little or no material of this kind is being published, but in certain other countries, such as India, several hundred titles are being printed in large quantities and distributed free. Never-

1. Based on a draft prepared by Habib-uddin Ahmed Qazi, leader of Group II. Included are the main elements of a paper by L. M. Harrod, librarian, Raffles Library, Singapore, and various national reports.

theless, publications on scientific and technical subjects are lacking everywhere in Asia, and the provision of such material by public libraries is most inadequate. In general, private publishing firms do not care to produce easy-to-read material, as such publications are not commercially profitable. Instead, they concentrate on texbook production, which brings in a good profit. Some countries have difficulty in issuing large editions of publications because suitable types do not exist. Lithographic methods, which have to be used, restrict the size of editions.

Ceylon

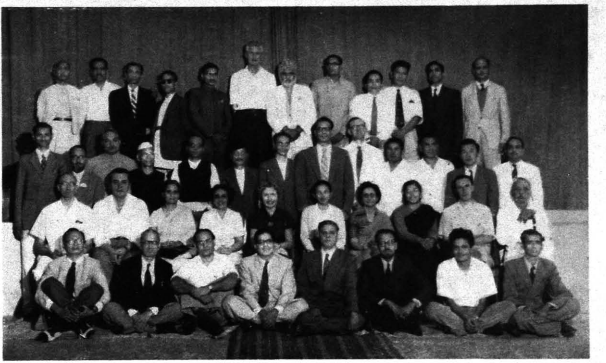
In 1951, the Government of Ceylon set up the Educational Publications Board, and in April 1955, the Department of Swabhasha. Before the creation of the Educational Publications Board, indigenous printing and publications were shoddy and poor. The paper used was bad, and the printing was worse. Now the situation is immensely improved as regards school texts, but the same cannot be said for the elementary reading material intended for the general public. The National Council of Education, sponsored by the Buddhist Academy of Ceylon, proposes to fill this gap to some extent by the production of a series of small booklets consisting of not more than 50 pages on a variety of subjects.

India[1]

The Central Government of India has published 177 16-page pamphlets in Hindi for neo-literates. Each pamphlet in this series has been printed in an edition of 10,000 copies and distributed free among the 28 state governments, for use in social education centres, libraries and so on. Some of these publications have also been brought out by the state governments in regional languages. The first volume of a five-volume *People's Encyclopaedia* has appeared and 250-page publications on the *History of India*, *History of the World* and the *Story of Life* are in preparation. Prizes are awarded for books written in regional languages and state governments are given financial assistance in producing literature for new literates.

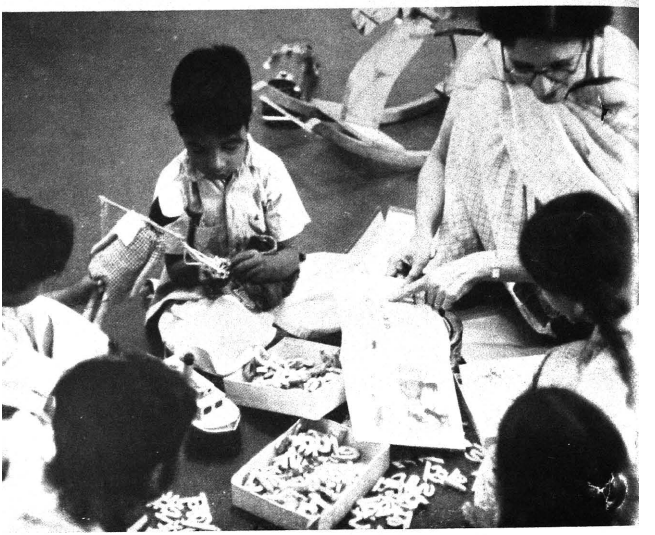
The Delhi Public Library has arranged for the preparation of manuscripts for 35 easy-to-read booklets. Three have already been published. The remaining 32 will be brought out with Unesco's collaboration in 1956 and future years.[2] Unesco has made contracts with the Indian Adult Education Association and

1. See also 'Inaugural Address' by Maulana Azad in the Introduction to this book.
2. Unesco has started a project to aid in the production o reading materials for new literates in India, Pakistan, Ceylon and Burma.



Members of the seminar.

A children's librarian holds these youngsters enthralled as she tells them a story. In most public libraries story hours are a regular feature.



Learning the alphabet in the library's play room for very young children.

the Jamia Millia Islamia, Delhi, for production of six books for adult new literates and for preparation of research and study reports.

In 1948, the state of Madras formulated a scheme of adult education work and since then some 2,000 or more adult education centres have come into existence. To provide follow-up material for these centres, the government offered Rs.50 per booklet, and on this basis, 11 booklets were written in Telugu and 10 in Tamil. The South Indian Adult Education Association published these books, with a subsidy from the government. Copies were then supplied free to every adult education centre. The South Indian Adult Education Association and the Andhradesa Library Association have published in Tamil and Telugu a limited quantity of booklets for the neo-literate and for use in libraries. The Madras government and now the Andhra government have instituted prizes for first-rate books. The Telugu books are handled by the Telugu-Bhasha Samiti, a learned body that issues the *Telugu Encyclopaedia,* and the Tamil books by the Tamil Valarchi Sangham, which has undertaken the work of compiling a Tamil encyclopaedia. Every year, about six subjects are announced, books are invited, and prizes are awarded. In Madhya Pradesh a good deal has been done in producing suitable literature in graded phases for neo-literates, supplemented by follow-up schemes, e.g. circulating libraries, radio and audio-visual aids. These schemes are adding good books to the literature of these languages. Private publishers also have been enterprising, and a fair output of usable and readable books is being issued by them. Books on scientific and technical subjects are still very rarely produced, with the result that the stock position in libraries is lacking in balance.

The Education Expansion Department of Uttar Pradesh has been working in the field of social education in the state for about 18 years. The department brought out a primer a few years ago to help adults learn to read and write. It publishes a monthly magazine called *Nav Jyoti*, consisting of suitable reading material for the neo-literates on topics of varied interests. Recently, a short, simple and suitably illustrated edition of the famous Indian epic *Ramayan* was published in two parts. It has been written in very simple language for neo-literates. A special publication on the National Flag was also recently brought out. All of these publications are distributed free to all the libraries and social education centres maintained by this department. The Literacy House at Allahabad, a non-official organization, and a few other individual publishers are also making some very good efforts to produce suitable reading material for neo-literates.

The Bombay City Social Education Committee has published

some books in Gujarati, Hindi and Marathi for neo-literates. A set of 60 books in Marathi has been published privately in the *Social Education Series* by Srimati Sarojini Babar. Others have been brought out by various private publishers, and both the regional social education committee for Karnatak and the committee for Gujarat have also published a few books. Some have already been purchased by the regional social education committee, and have been distributed in 1,400 tin boxes to social education centres for the use of neo-literates and others. A manuscript of the basic vocabulary containing 4,500 of the most currently used words of the Gujarati language has been prepared by the Gujarat Sahitya Sabha. This has been sent to the Government Press at Baroda for printing. The Education Department plans to form a committee to scrutinize the existing literature for neo-literates, and to select titles for booklets.

Malaya

In the Federation of Malaya, a multilingual country, there is a dearth of suitable reading material for new literates. The government is concerned only with the formal education of schoolchildren, and the work of educating older people is left to private organizations. The Adult Education Association is carrying out this work of organizing classes in English, Malay, Chinese and Tamil, and for this purpose, the government gives an annual grant of 400,000 Straits Settlements dollars.[1]

The association last year conducted nearly 700 classes, with an enrolment of 20,000. It also conducted a literacy campaign in Malaya, through the medium of radio, and succeeded in reaching over 400,000 people.

For the classes in English, the association had to rely on the *Oxford English Course* series for Malaya, but difficulties were encountered in finding suitable books in other languages. The association therefore produced three books in elementary Malay—*Hussein Laki-Laki*, Books Nos. 1 and 2, and *Membhasi Butahuruf;* it also publishes a fortnightly newspaper, *Dewasa*, in English and Malay, with a circulation of 20,000 each, as follow-up material. For Tamil, it adopted the book published by the South India Adult Association based on the method of Dr. Laubach, and for Chinese, adapted the existing school textbooks.

In Malaya there are a large number of printing presses using the most modern methods of printing; however, they are concerned mainly with turning out cheap fiction for the literate. Only the Malaya Publishing House of Singapore, the Caxton Press of

1. Approximately £4,717.

Kuala Lumpur and the Government Printing Press in Kuala Lumpur are capable of printing large quantities of books, and they have been most helpful in furthering the production of literature for new literates. The Translation Bureau of the Training College in Tanjong Malim has collected and published material in Malay, by means of a government subsidy.

Pakistan

The Jamia-Taleem-i-Milli, Karachi, which is being run by former students and teachers of the Jamia of Delhi, are now planning to publish, during the next 12 months, 100 booklets of 32 pages each on subjects of interest to adult neo-literates. These books will be published with the assistance of Unesco. They will deal with subjects of general interest and will be written in simple language, amply illustrated and sold at cost price.

KINDS OF MATERIAL NEEDED BY ASIAN PUBLIC LIBRARIES

Scientific study and systematic research are needed to find out in detail exactly what readers need and want. However some requirements are fairly evident. Books about reader's daily needs, written in simple language, are essential, as are publications on the improvement of local ways of making a living—in agriculture, industry and handicrafts; health and hygiene; dietetics; child care and maternity welfare; home economics, thrift, sewing; basic facts on science, natural history, history of man; local geography and history of the community, cultural development; civics, national and international co-operation and understanding; and sports and indoor and outdoor entertainments. Books written without bigotry and with restraint and respect for other people's points of view are needed on the brotherhood of man, ideas of God, prayer, history of religion, daily conduct, ethics and lives of founders of religions, prophets and saints. Fiction of good quality is also required, especially publications which tend to improve the standards of everyday living. There is a great need for simple fiction and short stories suitable for adolescents. Simplified versions of good fiction in English should be provided. Translations or adaptations into regional languages of fiction originally written in European languages will probably be popular in cities but not in rural districts.

Elementary publications should be written at various levels of difficulty in language and subject matter, but they should not be marked by a progressive number or sequence as this might produce a feeling of inferiority in the reader. They should be

written from the point of view of adults and should aim at developing the reasoning power of the reader. Books of special interest to women should be provided. Publications in local languages as well as in the national language are needed.

Publications for new literates should be attractive and otherwise suitable from a physical and aesthetic point of view. Illustrations are necessary—at least one simple outline to a page—and the frontispiece should be in colour. Indigenous art must be used. Type should be large, with ample spacing between lines and wide margins. Paper of good quality is necessary so that the books can stand up under rough handling. Newsprint should never be used. The binding must be strong enough to outlast the paper. The best size for such books is crown octavo.

Reading material in various forms should be included in the public library's collection—leaflets, pamphlets, newspapers, periodicals, posters, etc. Home-made wall newspapers are particularly useful. Librarians should also assist in the collection of folk literature and the recording of folk tales.

ADVANCED READING MATERIAL

Considerable discussion took place on whether textbooks should be duplicated in the lending departments of public libraries or not. In at least one country (Indonesia), all textbooks are supplied by the government for technical and high schools, and the universities provide essential textbooks for their students. Practices vary in other countries. Also, in some there are large numbers of students who do not attend formal classes of instruction but study on their own. At the Delhi Public Library, where the demand for prescribed textbooks had been very great, it was decided, after several methods had been tried, to place such books (in duplicate if necessary) in the reference department. The normal practice in the United Kingdom is to provide textbooks as supplementary reading material only, and not to duplicate copies to meet the requirements of students, since the responsibility for providing such books rests with the teaching institutions. Where there are large numbers of students who do not attend formal classes of instruction, the public library should provide copies of textbooks in the reference department and also in the lending department. The duplication of copies in the lending department should not be undertaken, however, if book funds are so low that other sections are likely to suffer.

Advanced books on technical and professional subjects should be stocked if there is sufficient local demand to justify the expenditure. However it is often difficult to determine the likely demand

for a particular book or for books on any particular subject since the demand often comes after the books have been provided.

Co-operation between libraries in purchasing books (different libraries specializing in certain subjects, or purchasing expensive books after joint consultation), and in lending books to one another to meet the special needs of individual readers, results in economy and much better book service than can be provided by individual libraries working independently.

PROBLEMS OF MULTILINGUAL COUNTRIES

Neo-literates should first be given literature in their own dialects and when they reach the stage of general readership they should be given publications in the standard language of the region. The literature for neo-literates should be based in style and vocabulary as far as possible on the best form of the spoken language.

Most Asian countries have to face the problem of script. India has taken a very effective step in standardizing the Deva Nagari script. Indonesia has adopted the roman script. Pakistan is faced with a very difficult situation. The alphabet in its printed form in West Pakistan has certain drawbacks for everyday modern use on the typewriter and in type. It was suggested that adoption of a single script for a whole country would very much facilitate the work of librarians. Books in all the recognized scripts of a country should be provided in all the public libraries and each government should be requested to standardize their script.

The problem of finding a suitable technical vocabulary should be taken up by the appropriate authorities in each country, such as Anjuman-i-Taraqq-i-Urdu in Pakistan, Hindi Sahitya or Prachar Sabhas in India. It was recommended that the technical words in common usage should be retained.

Asian countries are rich in suitable oral material in local languages except in technical subjects. Writing and publication of such material should be promoted by national or state governments or private bodies.

Since English occupies a predominant position in most of the Asian countries, literature should be provided in it, specially on technical and scientific subjects. It was also agreed that in the countries where other foreign languages are more popular, literature in these languages should also be provided.

GENERAL RECOMMENDATIONS

In view of the great dearth of suitable and scientifically produced reading material for adults, and the lack of proper co-ordination

amongst various agencies engaged in producing literature in Asia, a national or state research training and production centre is an absolute necessity in each country.

This centre should be run by a specially constituted autonomous board with full powers as regards policy and finance. The board should consist of representatives of the government, library associations, or libraries where no association exists, publishers and booksellers, education and non-official organizations engaged in the work of production.

The aims of the centre should be to undertake research and evaluation of material in regard to variety, quantity and quality; train potential writers through seminars and literary workshops, to write suitable material for meeting the required demand; produce model literature and audio-visual aids, and make recommendations for book production in general, especially regarding standardization of script, type, printing, paper and binding; create and administer a book publication fund; co-ordinate the activities of other official and non-official organizations, engaged in the work of production of reading material; and serve as a clearing house for the material on the production of literature.

The director of such a centre should have a good knowledge of the library service in the country.

It was recommended that the book publication fund be financially supported by the government, through donations by philanthropic individuals and associations, through receipt of a reasonable percentage of the funds held under the public trust act.

It was recommended that government staff members should be encouraged, through proper channels, to write books for publication, especially on scientific and technical subjects, and that they should be allowed to accept reasonable remuneration.

It was also recommended that libraries should keep statistical records of requests and of book circulation and should make such statistics available on request to printers, publishers and authors.

CHAPTER VII

READING TASTES IN CEYLON, THE PHILIPPINES AND THAILAND

CEYLON [1]

In view of the lack of sufficient data from most of the existing public libraries, I shall deal specifically only with the reading tastes of the users of the Colombo Public Library as this is the best (albeit of a bad lot!) public library in Ceylon and also because sufficient statistics of issues are available here. Next I shall deal with reading in Ceylon as a whole and suggest what should be done to improve the situation.

Reading in the Colombo Public Library

Background. The city of Colombo as the capital of Ceylon, is about 14 square miles in extent and has a population of 423,481 according to the 1953 census. The Colombo Public Library in its present form was established in 1925 and for this purpose two existing subscription libraries handed over their assets to the Colombo Municipal Council.

Membership is free to all who reside or work within the municipal limits of Colombo, while those who reside near Colombo may join on payment of a small subscription. Reference library and reading room facilities are free to all, irrespective of residence. At the end of 1954 the total membership was slightly over 11,000. Over 90 per cent of the present members are interested in books in English. The book stock comprises about 30,000 volumes of which over 90 per cent are in English. About 75 per cent of the book stock is non-fiction and 25 per cent is fiction. It is likely that the percentage of literacy in Colombo today (i.e. mid-1955) is about 85. The majority of the people are literate in Sinhalese or Tamil. A rough estimate of the English language literates in Colombo would be about 100,000. Colombo, being the metropolis and also the centre of trade and commerce, possesses a much higher percentage of English language literates than anywhere else in Ceylon.

1. By D. C. G. Abeywickrama, librarian, Public Library, Colombo, Ceylon.

In the past, libraries catered mainly to the English-educated class. This class, which today forms about 20 per cent of the population of Colombo and less than 10 per cent of the population of Ceylon as a whole, is composed largely of the upper class, a good proportion of the middle class and a sprinkling of the working class. They occupy a dominant place in the life of the country and wield an influence out of all proportion to their numbers. The best education in Ceylon is available only in the English language.

In the past very few people demanded books in Sinhalese or Tamil from libraries and as a result few books in these languages were provided. When only few books were available, those who wished to read books in these languages did not care to join libraries, and a vicious circle set in. Consequently the majority of the potential reading public—the public that required library facilities most—were neglected. The situation was made worse by the paucity of books in print in Tamil and, particularly, in Sinhalese. This position is now changing. Greater importance is now given to Sinhalese and Tamil and more books are being published, though much headway has still to be made.

Therefore, it must be kept in mind that the statistics given below reflect largely the reading of a minority. But a study of the reading habits of this minority is valuable because it is a powerful cross-section of the population and also because this study indicates what is likely to occur with the spread of literacy in English and in the national languages which is taking place rapidly.

Issues for home reading for the period 1 April 1954 to 31 March 1955 totalled 139,072; 63,909 or 46 per cent of total issues being non-fiction, and 75,163 or 54 per cent fiction.

Details of non-fiction issues

Order of popularity	Class[1]		No. of issues	Percentage of total issues
1	900	History, travel, biography	17 911	12.9
2	800	Literature	11 600	8.3
3	300	Social science	11 477	8.3
4	100	Philosophy	4 638	3.3
5	200	Religion	4 540	3.3
6	600	Technics	4 257	3.0
7	700	Fine arts	4 104	3.0
8	500	Science	3 853	2.8
9	400	Languages	785	0.6
10	000	General works	744	0.5

1. Non-fiction in the Public Library is classified according to the Dewey System of Decimal Classification and fiction is arranged under simple alphabetical order of authors. Daily records are maintained of issues under each of the 10 main classes of the Dewey Classification and under fiction.

Ratio of issues of non-fiction and fiction. Student influence. It is observed that the proportion of non-fiction reading in relation to fiction reading is slightly higher than that in Western countries. This can be understood first, because of the old tradition that reading should be for 'instruction' rather than for entertainment. This tradition though declining still has some force. Second, a high proportion of students depend on the Public Library for books required for their examinations. Inadequate school libraries, low purchasing power, and a scarcity of textbooks compel students to seek textbooks in the library. Bad housing compels them to read as much as possible in the library itself rather than in their houses. This is reflected in the heavy attendance at the reading room and the reference library immediately prior to and during examinations, when students crowd into these sections, most of them bringing their own books for study. Then admission has to be controlled to avoid disturbances. The educational system in Ceylon has placed undue emphasis on academic, rather than practical subjects, and students in Ceylon generally confine their reading to the examination syllabus.

Fiction reading. The majority of issues belong to the 'light reading' type, namely 'crime' and 'westerns' which are popular with men and 'romances' which are popular with women. Reading of serious fiction is confined only to a small proportion of members. In this respect, I believe, our borrowers are similar in their reading tastes to most of their counterparts in the West. Victorian women novelists still exercise a strong appeal on many women and older schoolgirls.

In a country like ours where the reading habit is still not common and facilities for proper use of leisure are not easily available, 'light' fiction still plays an important part in inducing the public to use library facilities. If this type of fiction enables at least a small proportion of the public to spend their time innocuously—leisure which may otherwise be spent in anti-social activities for want of anything better—it serves a social purpose. A fair proportion of those who are drawn to the library through the appeal of light fiction, gradually develop a taste for more serious reading and realise that it is a popular fallacy that all serious reading is dull.

In this connexion, I may mention that the habit of reading 'comics' is spreading. All new and effective types of media of communication should be welcomed by librarians and educators but with discrimination, in order to enable discoveries and inventions to be used for the benefit of society and not for its loss. Unfortunately most of the comics which are available at present are of an undesirable type—some most undesirable. The

danger arising from such publications is greater in Ceylon than in the West since the vacuum caused by the absence of facilities for easy access to books in a population with an already fairly high standard of literacy and a rapidly increasing literacy rate will quickly be filled by these 'comics', unless some timely action is taken to check the circulation of the more undesirable type. Once the habit of reading 'comics' has taken a firm hold, subsequent provision of easy reading facilities would not help very much to stem the growing deterioration in reading tastes, for a generation used to both the form and content of 'comics' would not find it easy to read, understand or appreciate the printed word. It is encouraging to find that at present the Unesco National Commission for Ceylon is taking an active interest in this matter.

Non-fiction reading. The classes history, travel and biography with 17,911 issues, literature with 11,600 issues and social science with 11,477 issues top the circulation figures in that order. The popularity of history and social science is due partly, and of literature largely, to demand by students. If the issues for biography and travel are separated from those for history, it is likely that both history and social science would be more or less equal in popularity. This is perhaps owing to the active interest taken in social studies by a fair proportion of borrowers, the vast majority of whom belong (as mentioned earlier) to those groups who are both well-to-do and to whom the best education is available. Considering the composition of our membership, I think this is a happy sign. In accord with the demand, the bookstock of the library represents the interests of these classes both in quantity and quality.

Philosophy and religion are relatively more popular than in the West. This is in keeping with Eastern tradition.

Science and technology come low in popularity, owing partly to the fact that the library is poor in books in these subjects, but more to the fact that the educational system in Ceylon has given undue emphasis to 'academic' as against 'practical' subjects. All this indicates that technological progress is slow in Ceylon, in common with other underdeveloped countries. With the spread of literacy and the consequent development of the reading habit among those classes of people to whom pratical subjects are more important, combined with the encouragement given by the government to industrialization, it is expected that the popularity of these subjects will increase.

Reading in Delhi and Colombo. It is of interest to compare the reading preferences of the people of Delhi and of Colombo as reflected

in the issues of their public libraries. The Colombo Public Library, in its present form, was established in 1925 while the Delhi Public Library was established in 1951. The two cities are widely separated in distance, different in size and population and separated to a lesser extent by language.

A comparative table of popularity of different subjects [1]

Dewey classification	Subject	Order of popularity		Approximate percentage of issues in relation to total issues	
		Colombo	Delhi	Colombo	Delhi
900 800 300	History, travel, biography Literature Social science	1 - 3	1 - 3 [2]	8 - 13	7 - 14
100 200 600 500	Philosophy Religion Technics Science	4 - 6 and 8	4 - 7 [2]	3	2 - 4
000	General works	10	10	Under 1	Under 1
700	Fine arts	7	8	3	1

1. The data given relate to the period 1 April 1954 to 31 March 1955 for the Colombo Public Library and to the period 1 November 1951 to 31 March 1952 for the Delhi Public Library.
2. Not in consecutive order.

From the table given above it is clear that there is a remarkable similarity in the reading preferences of the borrowers of these two cities in spite of the differences mentioned earlier. This indicates that both countries possess a common socio-political and cultural background. The higher percentage of reading in the fine arts in Ceylon is probably owing to the higher standard of education and of living of the average Ceylonese as compared with that of the average Indian.

However, this comparison must be treated with caution as neither library has tapped its full reading potential and as comparative figures for a continuous period of years have not been studied. Nevertheless, the conclusions that may be drawn from the data given above are corroborated by other evidence. Comparative studies of reading habits relating to Asian countries as a whole or to groups of Asian countries, are bound to be revealing and useful but unfortunately at the present time, the necessary data are not easily available. It is hoped that this Seminar, by enabling Asian librarians to establish contacts with each other, will help among other things to disseminate information for the benefit of all.

General. Ceylon or Sri Lanka, is an island, 25,332 square miles in area and with an estimated population of 8,385,000 on 30 June 1954. There are three main languages spoken in Ceylon, namely, Sinhalese, Tamil and English. English is the official language still but less than 10 per cent of the population are literate in English.

A rough estimate of the general rate of literacy today would not be much less than 80 per cent.

The following observations may be made regarding literacy in Ceylon: Though the rate of literacy is much below that obtaining in the West, it is high in relation to that of Asian countries. The vast majority of the literate—nearly 90 per cent—are literate in Sinhalese or Tamil. There is a marked disparity between the literacy rates of males and females. This is a feature common to underdeveloped countries. The percentage of literacy is higher in urban than in rural areas. The literacy rate is higher among the Sinhalese than among the Tamil-speaking population and the disparity in the literacy rates between males and females is more marked among the Tamils than among the Sinhalese. Among the Tamil-speaking group, the literacy standard of the Ceylon Tamils is much higher than that of the Indian Tamils and Moors.

Newspapers. Taking reading in its widest sense, most people who can read, read at least a newspaper occasionally. The following are approximate figures of the circulation of newspapers in Ceylon at the end of 1954:

Newspapers	Daily	Sunday
English	100 000	100 000
Sinhalese	160 000	250 000
Tamil	50 000	25 000
TOTAL	310 000	375 000

It would be safe to assume that on an average about 4 or 5 people read a single copy though a small number buy more than one newspaper.

If we assume that at the end of 1954 the total population was 8.5 million and that of this population 25 per cent were under 10 years of age, that 75 per cent of the population of 10 years of age and above were literate and that the newspaper reading public are confined to the group of 10 years of age and over we

have the following figures: total population at the end of 1954, 8.5 million; total population of 10 years of age and above, 6,375,000; potential newspaper reading public, 4,781,250.

From these figures we may conclude that 1 in 20 of the total population of over 9 years of age and 1 in 15 of the literate population of over 9 years of age buys a newspaper regularly, assuming that on an average 315,000 copies of newspapers are sold daily. Again assuming that each copy is read on an average by 4 people, we may conclude that 1 in 5 of the total population of over 9 years of age and 1 in 4 of the potential newspaper reading public reads a newspaper regularly. It is obvious that reading of newspapers is limited only by lack of purchasing power.

Among the English literates who are much better off than the Sinhalese and Tamil literates, roughly 1 in 6 of this age group buys a newspaper and 2 out of 3 of the potential reading public read a newspaper regularly. Among the Sinhalese and Tamil speaking population roughly 1 in 30 of this age group or 1 in 22 of the literates in this age group buys a newspaper regularly and 1 in 7 of this age group or 1 in 6 of the potential newspaper reading public reads a newspaper regularly.

The quality of the average newspaper is good, giving a fair coverage of domestic and world events together with articles of general importance. The weekly editions of the Sinhalese and Tamil newspapers have a stronger literacy bias than usual in a newspaper. These editions have a much heavier sale than the daily editions. The majority of the literate population of Ceylon who do any reading at all do not read much more than the ordinary newspaper. Therefore, the newspaper in Ceylon performs an educative function and plays a more important part in the life of the people and is potentially a more important weapon of influence than in countries where books are easily available.

The Sinhalese and their reading. The Sinhalese form the majority of the population, composing about 70 per cent of the total population (inclusive of non-citizens) according to the latest available statistics. They speak a language which belongs to the Indo-Aryan group and is allied to Pali. In 1946 the percentage of literacy of the Sinhalese was about 60.7 and today a rough estimate would be somewhat over 80.

Though their standard of literacy is fairly high, they are badly handicapped by the paucity of books available in the Sinhalese language. About 10 per cent of the Sinhalese are educated in English. A large percentage of the English-educated Sinhalese are also literate in Sinhalese at the present time. Those who have not been educated in English have been till recently more or less submerged. Socially they were looked down on by the dominant

English-educated minority who held the reins of power, and employment prospects for them as far as the better paid posts were concerned, were almost nil.

Two factors have been largely responsible for the lack of sufficient books in Sinhalese—lack of encouragement by the colonial government of the past and the smallness of the Sinhalese-speaking population which made costs of publishing unduly high. As the national languages are now coming into their own, this position is changing, though very slowly.

The situation created by the paucity of books is made worse by the low purchasing power of the people and the absence of good public libraries. As a result even those books that are available in print hardly reach the ordinary man. Under this state of affairs the normal reading available to him is only the newspaper and most of the people cannot even afford that. The position is worse in rural areas than in urban areas. A fair proportion of those regularly employed lack the leisure to read.

Therefore a variety of factors have prevented the spread of the reading habit and a vicious circle has set in—no demand, no supply; no supply, no demand. Consequently the high standard of literacy prevalent in the community has not been socially effective.

The moral position in the past, however, was not as bad as the above facts would indicate. For the lack of a high standard of literacy and of easily accessible reading matter was compensated for by the traditional institutions of the village. The temple acted as a religio-cultural centre and provided cohesion to the life of the village. Seasonal ceremonies and the visiting players also played a part. The elders of the village and the monks supplied the leadership.

This pattern of village life reached its full development but the seeds of decay were inherent in it. It did not in the later stages leave much room for fresh influences which could help improve the life of the people. In other words, though there was a type of 'fundamental education' that catered for the needs of village life, this 'fundamental education' was not continuously enriched by advances made in various fields of knowledge outside this region. As a result, the advent of new influences which the traditional pattern could neither control nor assimilate, had a disintegrating effect on the organic life of the village. The traditional pattern decayed but nothing took its place except the anarchy of a highly competitive form of civilization, and social values declined.

In the past the monks and a few laymen composed the total literate population. They were much interested in reading. Their reading was more or less confined to religion, literature and a few secular works on subjects like medicine and astrology.

The general attitude was that reading should be done for 'instruction' rather than for 'relaxation'. Even though, today, the reading public has rapidly increased, the traditional attitude towards reading has not been completely supplanted. Nevertheless a change in this attitude is clearly noticeable with the spread of literacy and the rise of what may be called a 'semi-literate' class who indulge only in 'light reading' of a very shallow type.

In extent of reading, the pamphlet comes next to the newspaper. The pamphlet generally deals with some topical subject, usually in verse. Reading of books is only occasional; most people read when they have nothing else to do.

The Tamils and their reading. The Tamil-speaking group forms the largest minority and is composed of about 2,360,000 people of a total population of 8,098,637 according to the 1953 census. This group consists of the Ceylon and Indian Tamils and the majority of the Moors. Tamil is a language of great antiquity and belongs to the Dravidian group of languages.

Most of the general remarks that apply to the Sinhalese apply to this group too, with certain significant exceptions. The Tamil-speaking group of people have, on the whole, resisted the penetration of Western civilization more than the Sinhalese and they remain more conservative than the latter.

The Sinhalese are now indigenous to Ceylon and do not live in any other country in numbers which are of any significance. But there is a large Tamil population in South India, numbering over 20 millions. They have built up a fairly extensive literature and books published in India are available to the Tamil-speaking public. Consequently they are not so badly hampered by paucity of books as the Sinhalese.

On the other hand, the average standard of literacy is lower among this group when compared to that of the Sinhalese. This is largely due to the fact that this group includes the Moors and the Indian Tamils whose literacy standards are much lower than that of the Ceylon Tamils.

Summary of the situation. We may now summarize the position as follows: Ceylon already possesses a high literacy rate in relation to most Asian countries and her literacy rate is rapidly increasing. The vast majority of the literate—about 90 per cent—are literate in Sinhalese or Tamil. There is a dearth of books in Sinhalese and Tamil, particularly in Sinhalese, while the Sinhalese form about 70 per cent of the population and, next to the small population of European origin, possess the highest literacy rate. Even the relatively small supply of books in print are not available for reading to the vast majority of the people (owing to a variety

of causes mentioned earlier). Therefore most people, if they read, do not read anything beyond a newspaper. As a consequence, the high literacy standard that obtains in Ceylon cannot be effectively exploited and is of little social usefulness.

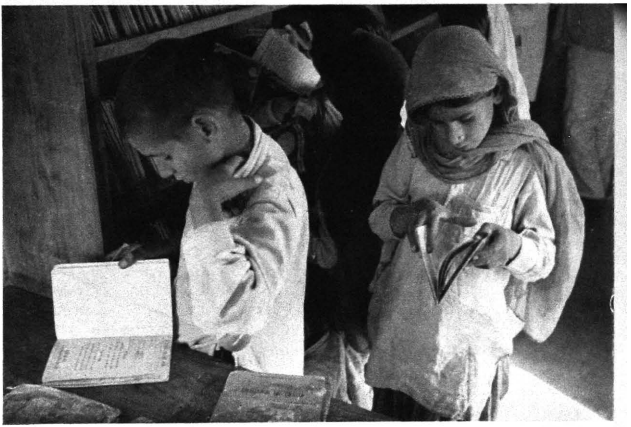
What Should be Done to Improve the Situation

The work of the librarian and the educator. As the existing literacy rate is high in Ceylon, the librarian is not, and need not be, expected to include literacy campaigns as part of his duties. That is the work of the educator and with the present scheme of free education, though it is not free of defects, very good progress is being made. Adult education activities have been given a fresh impetus and a new orientation with the establishment of the Unesco-Government of Ceylon Fundamental Education Scheme at Hingurakgoda. Nevertheless, the larger percentage of our literate people may still be classed as 'semi-literate' and production of 'follow-up' literature in sufficient quantity is essential.

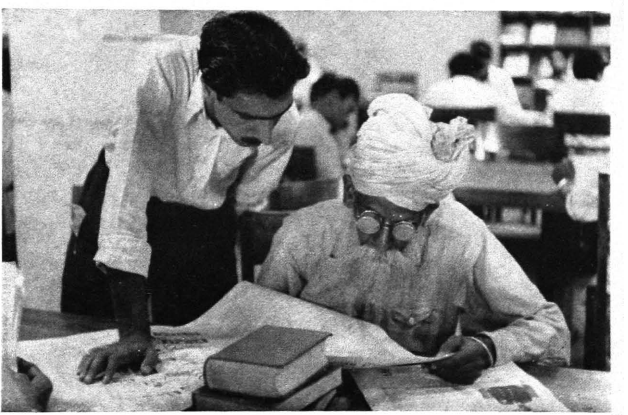
The librarian should concentrate on making the available books accessible to the ordinary man and on providing a service that will help the individual to use the benefits of knowledge to make his life satisfying to himself and useful to the community. To do this effectively with a community possessing a background like ours, he must centre the activities of the library on adult education, using both books and audio-visual media to make his programme more effective.

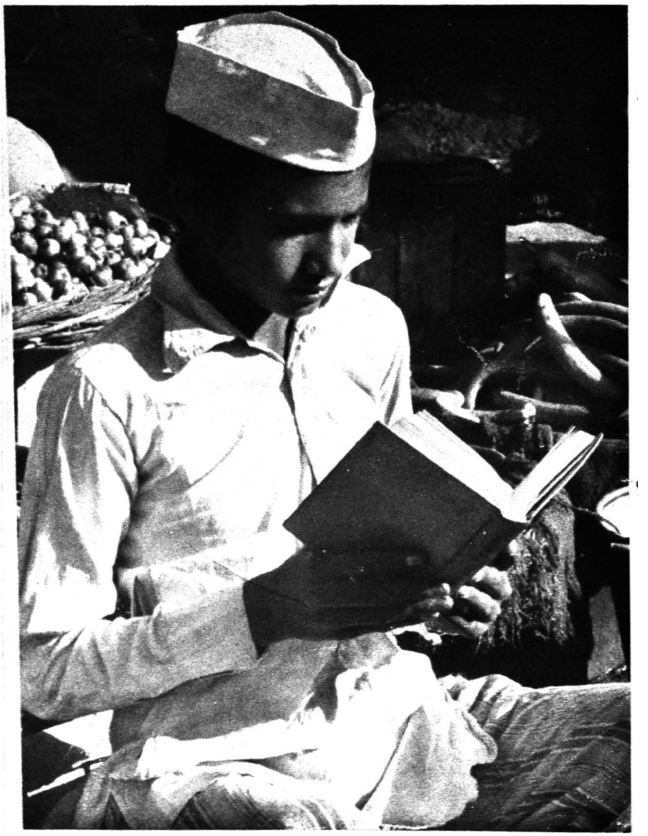
Books: increasing the supply. With regard to the supply of books, the educator has a great deal of headway to make as the present pace is very slow compared to the needs of the country. Much more interest has to be taken and more money allocated for the purpose of providing both translations and original works. This work should be done by the government, directly, as well as by the public under encouragement from the government, if the pace is to be increased.

Both long-term and short-term policies are essential. The long-term policy should aim at providing a climate suitable for the development of a good literature. This requires among other things a reorientation of attitude towards the national languages in the context of changing times. The former superior and scornful attitude of the English-educated classes will have to give way to a broad and liberal outlook. The gradual change in the medium of education in those few but influential schools that provided education only through the medium of English and whose graduates dominated the political scene, and change in the language



Young and old find publications to interest them in the public library.





This young man is reading a library book between sales at his fruit and vegetable stand. Modern public libraries pay special attention to the needs of young people.

of administration from English to the national languages, are steps in the right direction. Employment opportunities and social recognition of those educated in the national languages should follow.

A compilation should be made of books from as many languages as possible, giving preference to those languages which can be conveniently translated. Included should be the best textbooks and supplementary reading and also books that would bring to the ordinary man the general knowledge necessary to make him a good citizen. This compilation should be regularly brought up to date. Publications in this compilation should serve as models for translation, adaptation or original works and should be written in simple language which the ordinary man would understand.

The short-term policy should include special inducements to authors and publishers to provide original works as well as translations from other languages, particularly in the subjects required to fill gaps in the existing literature. The present output of books in the national languages by the government should be stepped up and the private sector should be asked to provide books of a suitable standard with government assistance. Necessary books, the publication of which would not be financially feasible, should be subsidized. Prizes should be offered every year for the best work in each of a list of selected subjects. The position of the national languages may be further improved by granting bonuses to public officials who qualify in these languages so that the ordinary man may conduct his business with the government without difficulty.

Books: making them available to the public. A network of libraries and reading rooms should be developed throughout the country. The schools should play their part in this scheme. If the provision of public libraries is considered essential for the civic well-being of the community in advanced countries where books are available in plenty and within reach of the purse of the ordinary man, they are much more essential for underdeveloped countries where books are few in supply and even those are not within the reach of his purse. Moreover in the present-day world, it is essential for the ordinary man to keep abreast of both current events as well as advances of knowledge, if he is to lead a life that is satisfying to himself and useful to the community in which he lives.

A national library service. Such a network of libraries and reading rooms suitable for Ceylon, can only, at the present time, be established by planning on a national scale. Thus it would be necessary for the central government to supply, both directly and

indirectly, the drive to stimulate the interest of the local authorities. The local authorities for their part, should realize that the public library movement is necessarily a people's movement and that no amount of encouragement or help by the central government would be of much use unless the people themselves are really interested and respond to the encouragement shown by the central government. Where this is lacking, it may be necessary for the central government to provide library services independent of the local authorities.

Conclusion

Owing to lack of easily available information regarding library services in Asian countries, I have been compelled to confine my comparisons more or less to Western countries, except in the case of Delhi, concerning which data were made available through to courtesy of Unesco. By putting Asian librarians in touch with each other, it is hoped that the Unesco seminar in Delhi, in addition to aiding us to solve our other problems, will help us the make a correct assessment of our present development as a prerequisite to improvement, assist us in improving our library services and contributing to the fruitful co-operation of the peoples of the world.

THE PHILIPPINES [1]

The kinds of books that lead in circulation in the Philippines are those in vernaculars, mostly in Tagalog (the basis of the national language that is in the process of development), Visayan, Ilocano, Bicol, Pangasinan, Pampango and other dialects. Second in popularity come fiction, a fact which indicates that stories of love and life are very popular in the municipalities and *barrios*. Given a well-balanced and well-selected collection of books under each class of knowledge, the country people enjoy the privilege of reading as much as their urban counterparts do.

The public in the cities and provincial capitals reads chiefly general literature. The second most popular classification is fiction or novels, the third, especially since World War II, has been technology or useful arts. Many people who lost their homes, fishponds, poultry yards, etc., sought help from the public library in the repair or rehabilitation of their homes and industries.

As to the other classifications in the public library, the number of each read is about the same. The reason for this is that almost

1. By Luis Montilla, director, Bureau of Public Libraries, Department of Education, Manila, Philippines.

90 per cent of library users are studying in schools and universities; before they can graduate they must read a certain number of books under each class of knowledge.

Some library patrons, outside school or college come to read books for information and further knowledge so as to improve their occupational status. They seldom read for recreation, but if they do, they want to read the best and latest books. The clamour for new good books is common to all the reading public. Aware of this, library officials have been asking the authorities to appropriate sufficient funds to permit their purchase, but more pressing needs of the government and of the people have led to the repeated postponement of library improvement.

Extension of Library Facilities

In an effort to implement the programme of the President of the Philippines to extend the benefits of public libraries to rural areas, the Bureau of Public Libraries decided to launch a nation-wide campaign for the establishment of library facilities in places where there are still no libraries. Since the tastes of readers in the rural areas are much the same as those in the cities, books of general interest should be provided to the local libraries, in addition to those dealing with improvement of local industries, etc.

In the campaign against illiteracy, audio-visual aids such as movies and radios used for the people in the *barrios* on special occasions are doing excellent work. Thes aids are very much in demand.

THAILAND [1]

What do Public Library Users read?

Public library book cards and circulation statistics show that 40 per cent of books borrowed are fiction. Novels about family problems and relations, and love stories are preferred to other kinds. Adventure and detective stories come next. After World War II interest in other countries increased and travel books are now widely read, though there is not much demand for such publications in translation. Books about religion, mainly Buddhism, come third, and science books are least read. Circulation statistics compiled during the first five months of 1955 show that public library patrons read: fiction, 40 per cent; travel, biography and history, 25; religion, 9; literature, 8.3;

1. By Maenmas Chavalit, president, Thailand Library Association.

miscellaneous, 4.6; sociology, 4; philosophy, 3; applied sciences, 2.5; arts, 2.1; languages, 0.8; science, 0.7.

What are their Reasons for reading?

It is obvious that most of the readers are using libraries for recreational purpose only. Thai people have not acquired the habit of turning to books for the answers to their problems. To them, books are either for relaxation or textbooks which will help them to pass examinations in schools. Very few read for information, and still fewer realize that books can help in developing their skill. Since most people buy their textbooks, they come to public libraries for light reading only.

Most lack background knowledge for serious reading. The majority of public library patrons are those who have very little education. About 50 per cent are the newly literate, housewives, manual workers, samlor drivers and those engaged in small trades. These have finished, or are about to finish, their elementary education. Secondary school students constitute another 40 per cent. The rest are schoolteachers and government officials. Among these about 10 per cent are university graduates.

The majority of the Thai are interested in domestic affairs only. Taste for books about social problems and national and international affairs has developed only among the educated few.

What can be done to promote Reading for Purposes other than Recreational?

The reading habit should be cultivated from childhood. Schoolteachers should show pupils how they can use books to enrich their lives and satisfy their curiosity. Libraries should adopt various methods to stimulate purposeful reading. Readers' advisory service will be helpful to those who lack the background for reading better books. The present problem is that we still need professionally trained librarians.

CHAPTER VIII

AUDIO-VISUAL MATERIALS AND EQUIPMENT

by

M. M. L. TANDON [1]

The use of audio-visual aids in public libraries in Asia appears particularly important when we take into consideration the millions of adults who are either totally illiterate or semi-literate. The governments and social welfare organizations in the countries concerned are trying their best to make people literate, especially adults, but it is a slow process. Public librarians cannot sit and wait till these people are ready to use the printed page ; they should provide audio-visual materials. The film, the filmstrip, the wall news-sheet, slides and pictures impart information and encourage people to ask for more information about scores of subjects they are interested in.

Necessary and important as the use of audio-visual aids is in public libraries in Asia, it raises three problems. The financial aspect is the most important. Public libraries in Asia are not in a position even to give adequate book service. How far will it be possible then for libraries to invest money in audio-visual materials, and will such expenditure be justified when the funds could be used for bettering the book service? Electric power is needed to run the film projectors but it is available only in the big cities. Most of the villages and small towns in Asia have no electric power. Films, filmstrips and recordings in order to be of real help should have a direct relationship to local and national problems and, to be realistic, should be produced in the countries where they are used. At present, the production of suitable documentaries and information films and filmstrips by Asiatic countries is far below the demand.

The writer feels that these three problems, difficult as they appear, are not insurmountable.

The lack of adequate funds can be overcome in part by having a regional system of public libraries in which audio-visual resources can be pooled. Also, for some time at least, until public libraries in Asia begin to get enough funds, more emphasis should be laid on the use of inexpensive aids like silk-screen posters, pictures

1. Head, Social Education Department Delhi Public Library, India.

cut from magazines, charts which can be had free from government agencies and exhibits. Unesco projects in China and India on the production of audio-visual aids show how cheaply these aids can be produced locally without much equipment. Attention is invited to a Unesco publication entitled *The Healthy Village* [1] which describes in detail an inexpensive method of producing filmstrips and glass slides.

The absence of electricity can be compensated for through the use of batteries or even oil lamps. The battery of a mobile truck can sometimes give efficient service.

The third problem is really very difficult. Libraries depend upon government or commercial agencies for audio-visual materials such as films, filmstrips and recordings. By themselves they cannot do much except to produce filmstrips as described in *The Healthy Village* and that only when they have a member of the staff trained in this work. Government film bureaux and commercial agencies are active in the field, and films, recordings and film slides are being produced, but at a very slow pace. With public libraries creating a demand, production of these materials will increase. Films and filmstrips from other countries are already being extensively used, but each requires a good commentator who knows the subject of the film.

Before we move on to the description of the various audio-visual aids, it is important to mention that mere possession of the materials by a library is not enough. At least one member of the staff must know how to operate projectors and be well grounded in the technique of group discussion.

KINDS OF AUDIO-VISUAL MATERIALS AND EQUIPMENT

Audio-visual materials and equipment may be divided into two categories: those which do not require any mechanical device and those which are mechanically projected or played.

In the first category are still pictures, maps, charts, posters, wall news-sheets, graphs, and pictures displayed on flannelograph.

In general the term 'picture' covers the contents of the 'library picture file': pictures, postcards, photographs and many items drawn from newspaper pictorials and adversiting pages of magazines. A librarian who knows his community and its tastes and needs, can cut out pictures from very humble sources as mentioned above. These are usually pasted on thin cardboard and filed, with a subject index on cards. Maps, charts, posters and graphs are also helpful to group discussion leaders in adult

1. Unesco. *The Healthy Village*. Paris, Unesco, 1951. 120 pp., illus.

education activities. Filing facilities of the library usually determine the strength of the stock. Usual sources for this kind of material are government agencies, welfare organizations special agencies of the United Nations such as Unesco, WHO, FAO, etc. Maps are usually commercially marketed and are easily available at any standard book agency.

Wall news-sheets and flannelographs are two devices which have been extensively used in India and other countries to further fundamental education programmes. Important news of the day is written in bold letters with coloured pictures and photographs aesthetically placed in the text. The wall news-sheet is placed at a vantage point in the library where neo-literates will see it and read it.

In places where electricity is not available and batteries, comparatively costly, the flannelograph seems to offer the best solution. This requires a frame 3 ft. by 4 ft. with filter cloth or any other coarse cloth as base. The drawings and pictures are made on cartridge paper which has been previously glued to lint. The flannelograph is often used in story hours for children and also for lecture series for adults.

Mechanical equipment is required for certain types of audio-visual material such as the following:

Slides. These are available in two principal forms: The standard slide ($3^1/_4$ in. by 4 in.) is an individual picture on glass and is at present used a great deal where motion and continuity of process are not prime considerations. The miniature slides (2 in. by 2 in.) are composed of 35 mm. single or double frame film protected by glass or cardboard mask. Miniatures differ from standard slides only in size and film base and are now preferred since they need less space for storage and last longer.

Filmstrips (also called film slides or slide films). These are short strips of 35 mm. perforated safety film containing a series of still pictures. One filmstrip may consist of 14 frames only or it may be 70 frames—usually it is 35 to 40 frames.

Sound filmstrips. The same as the above filmstrips except that they are provided with commentary by a record reproduced via a loud speaker. The sound is recorded separately on a disc record. A faint ring of a bell in the recording indicates when the projector operator should show the next picture on the filmstrip. The recording replaces the script which would have to be studied first by a commentator.

The advantages of the use of the filmstrips are manifold. The operation is limited to turning a knob to change the picture. They are inexpensive from the standpoint of equipment, maintenance and materials. The film rolls are small and can be stored in small tin containers.

Films. As used for group discussion programmes and for film forums are of two categories: silent and sound. Both are 16 mm. and on non-inflammable base. The 16 mm. silent film may be identified instantly by the fact that sprocket holes appear on both edges of the film. When silent films are projected on a sound projector, the machine (projector) is set at silent speed—16 frames per second as against 24 frames per second of sound films. Silent films are less expensive to produce, to purchase and to rent. The silent projector costs considerably less than the sound projector. The silent film however throws greater responsibility on the group leader.

Sound films. Can be identified by the fact that sprocket holes appear on only one side of the film. On the other side is recorded the sound track which may be seen by holding a piece of sound film toward the light. Sound films should never be used on a silent projector though sound projectors can run silent films.

Tips on the Selection and Use of Films and Filmstrips

To be really effective, these materials should present ideas and information better than they could be presented by a book, slide, chart or lecture. The following are a few points to watch in evaluating films for use in public libraries: the cost of the film should not be very high, and it should not contain unnecessary footage and irrelevant material. Some films are costly simply because they are too long. The film should contain accurate information and should not suggest things which are in conflict with the traditions of the audience. It should contribute to and motivate mental activity by raising questions and problems, sending members of the audience in search of further information. The information conveyed should be easily grasped, reliable and free from undesirable propaganda.

Films and filmstrips have a cellulose acetate base which is non-inflammable but is extremely sensitive to humidity. They are seriously damaged when the moisture content is too high or too low. Atmospheric conditions with a relative humidity of about 50 per cent, a temperature of 70°F to 80°F and air free of dust and acidic gases, are recommended.

Films and filmstrips must be inspected after each use and repaired if necessary. Films will usually need to be cleaned one to four times a year with carbon tetrachloride applied with a soft cloth.

Radio and Recordings (both on Tape and Disc)

Radio stations in Asia broadcast special programmes for persons living in the rural areas and for children. It is imperative for

public libraries to record these programmes on tape and make them available to groups. Tape recordings are even more helpful than radio because they can be used along with discussion, and explanation can be given as and when it is required.

SOURCES OF THESE MATERIALS

Asia. Lists issued by Ministries of Education, Health and Welfare and by Government Film Divisions.

United States of America. Directories: *Educational Film Guide*, H. W. Wilson Company, 1951, 794 p., $7.50 (Supplements 10 times annually.); *Films for Public Libraries*, ALA, 1955; *Filmstrip Guide*, H. W. Wilson Company, 1954. Periodicals: *Adult Leadership*, published by the Adult Education Association of U.S.A., 743 N. Wabash Ave., Chicago 11, Ill. $4.00 (Monthly, except August.); *Library Journal*, R. R. Bowker Co. 62 West 45th St., New York 36, N.Y. $9.00, $5.00 to libraries with income under $4,000 (Twice a month from September through June; monthly in July and August.).

United Kingdom. Visual Aid Year Book (*A Daily Mail* Publication); *Visual Aids—Films and Filmstrips*, Parts I-VI, published by Educational Foundation for Visual Aids; *Sources of Visual Aid Material—Foundation Papers*, published by the National Foundation for Adult Education, 79 Wimpole Street, London, W.1.

EQUIPMENT

The first item of expense to be met in setting up a film service, in addition to making provision for the films, is a 16 mm. sound projector which will accommodate both sound and silent films. They now cost from $300 up.

In selecting a projector, the quality of the machine must be tested impartially. 'If a machine will run for an hour without getting so hot that it is uncomfortable to the hand,' writes L. J. Hibbert, 'if it will show a steady picture of suitable brightness, and if in addition it does not tear film when the perforations do not engage properly, then it may be expected to give good service.'

The library should secure a machine that will deliver satisfactorily the performance which will be required of it, keeping in mind the need for a machine of a weight that the staff will be able to handle.

The following points are presented as an aid in selecting a good machine:

Illumination

In general, projectors using 750 watts or larger projection lamps will give sufficient illumination.

Simplicity of Operation

Lamps and belts may be considered as expendable items which will require replacement, and the simplicity of replacement is important. Also of importance are simplicity of upkeep, tone quality and volume, steadiness of screen image and focus.

The ability of the dealer from whom the equipment is purchased to replace broken parts and to service machines should be taken into consideration. Once a year the projector should be completely overhauled—cleaned and oiled. Special care should be taken that the projectors are not over oiled.

Film projectors commonly used in public libraries are manufactured by Bell & Howell Co., R.C.A., and Ampro. All these companies are represented by agencies in the big cities of Asia and are glad to give free demonstration on request.

The Aldis epidiascope is most commonly used in public libraries for projecting opaque objects. It is fitted with equipment to accommodate glass slides as well as filmstrips and miniature slides.

The Revere tape recorder is the brand most generally used and is reported to give good service.

PART THREE
SERVING CHILDREN

CHAPTER IX

LIBRARY SERVICES FOR CHILDREN

Final Report of Group III [1]

Throughout Asia, millions of children are going to school and learning to read. The need to develop a habit of reading, the importance in the world today of printed material in transmitting ideas, in conveying information, in giving deep abiding pleasure, make library services for children vital to the success of education. Teaching children to read without provision of plentiful worthwhile reading material leads only to frustration. Library services for children should introduce each child to the 'wonderland of books' and the lasting delight that reading can give. As he reads, his knowledge of the world widens, his own experiences are interpreted, he learns by the experience of others. He is encouraged to use books and libraries as sources of information and pleasure. Library services aim at capturing and holding the interest of each child till reading becomes a habit that will persist throughout life. The enjoyment of a heritage of culture, the development of standards of taste and judgement necessary for a citizen in a democracy, are all helped by library services. Fulfilment of these aims requires the close, active and continued co-operation of home, school and public library.

As concerns the countries represented in the group, these facts appeared. Printed materials for children are everywhere scarce. The book trade is not well organized, but is improving. Public libraries are very few, with few plans for expansion. Schools exist in every country and more are being built. Teachers are scarce, classes are big. The rate of literacy is slowly increasing, but housing conditions are often unsatisfactory.

From this, the group concluded that services could be developed anywhere, but would develop slowly; that schools offer greater opportunity than public libraries at first; that means must be found to stimulate production of reading materials; and that services other than book provision are particularly important in the early stages.

[1] Drafted by Hector Macaskill, group leader.

Comparison of schools and public libraries with regard to library service for children can be summarized thus: Children go to school in ever-increasing numbers, but accommodation for school libraries is often non-existent or scanty. Schools are shut early in the day, and for regular holiday periods. Schools usually provide library service only for their own pupils. The needs of curricula are the first consideration.

Public libraries have books for all members of a family. Their stocks are large, their range of materials wide. They cater for all ages and abilities. Choice is free. They have trained librarians. They are open for long hours, during which time reading rooms are available. Activities in connection with reading are encouraged in an informal, pleasant atmosphere. Use of the public library is a part of adult life.

The group resolved that all public libraries should provide services for children and young people as an integral part of their service to the community. Through systems of public libraries, operated by public authorities, free to all without discrimination, the widest service could be given in the most economical way. Such systems should be planned throughout Asia to give coverage to the whole population. Where there are no public libraries at present, many schools do exist through which library services can be made available to children.

As a basis for discussion, working papers by Margaret Gardner and Marjorie Cotton were studied.

The group considered that although ultimately a complete service should be available, it was likely that priorities in planning would be necessary for economic or social reasons, e.g. scarcity of reading materials or unsatisfactory housing conditions may make lending books for reading outside the library impracticable at first.

The library should then first consider reading facilities within its walls, and plan activities connected with reading or arousing interest in reading. The library should be open to young children as soon as they are interested, and should offer something for children's interests till they become adults.

STAFF

The essential quality for a children's librarian is a love of children. From this comes sympathetic understanding of children's ways and needs. Ideally, the librarian should combine energy and initiative with patience and resource, be imaginative as

well as practical, and be blessed with tact and a sense of humour.

She must love books, read them and be able to judge their fitness for their purposes. As a departmental head, she must have ability to organize, to obtain co-operation from her staff, to establish and maintain good relations with colleagues in other departments and with the public. Preferably, she should already have qualified in library work. Training as a teacher may be an added advantage. If not qualified, she should be of such educational background that the necessary training for work as a children's librarian could be given. The group considered that training should be arranged at once for staff otherwise suitable.

COLLECTIONS OF MATERIALS

The success of any library service depends upon the quality and extent of its collections and the use made of them. Collections of reading materials should embody the interests of children at all age levels and at all levels of reading ability and should be planned with full knowledge of the life of the community. Materials should be the best of their kind obtainable, written and illustrated with distinction, their production the work of craftsmen. Plenty of books are needed in the spoken languages.

First come picture books, in which coloured illustration and text complement each other and are both needed to carry the story. The impact of these books as children first begin to read is powerful, and their appeal can do much to stimulate interest and begin the formation of a lifelong habit of reading. To maintain interest, folk and fairy tales, stories of real life now and in days gone by, in the native land and abroad, books on games and hobbies, books about plants and animals, how things are made, cars and aeroplanes, travel and discovery, biography, real and imaginary, were mentioned in particular. Dictionaries, encyclopaedias, atlases and general reference books would be needed. Orderly and continuous expansion of collections and their maintenance in good condition are important.

Because of the great scarcity in Asia of suitable reading materials for children, co-ordinated efforts should be made by those interested in the education of children and the production of materials to bring plentiful supplies into being. The same shortage existing in films, filmstrips, recorded words and music, and pictures suitable for children's collections, similar recommendations were made about the production of these.

As it is hoped that children will develop reading habits that will make them adult readers and thus users of books and libraries throughout their lives, the location of children's departments or rooms should be planned carefully. If child and adult, when entering a library see the facilities for each other, their common interest is clear. Rooms should be functionally planned with sufficient flexibility for adjustment as circumstances may demand. The scheme of decoration, furniture and equipment should be planned in terms of their users, in consultation with the children's librarian, and the room should by its atmosphere invite entrance.

A workroom, fitted with a work-bench and sink, cupboards and shelving, is desirable. Here can be kept many things that are otherwise in the way, new books not yet ready for issue, books needing repair, stationery and processing materials.

USE OF LIBRARY

Children should be admitted to the library whenever they become interested and should not be debarred because they cannot read. Economic reasons and lack of formal teaching have left many children unable to read. As time permits, activities can be devised to maintain and develop interest once shown. Such activities should not, however, cause neglect of the library's main business—bringing together books and readers. Because of the shortage of books, this is a long-term plan, and group activities organized by libraries may play at first a much more important role.

Co-operation with teachers and schools is desirable and can be established and maintained in many ways. Some of these are visits by children's librarians to schools, with or without collections of books, for talks to teachers and children; visits during school hours of classes of children to indroduce them to the library, to lend them books from a wider range than their school possesses, to do school work which needs reference to the library's collection; establishment of branch libraries at schools; visits by mobile libraries for loans to children at schools; technical services to schools; and planning exhibits and displays in connexion with school projects.

It is important for public libraries and schools within their service area to know what books and services each has for the children in the community.

Where the schools and public library are controlled by the same authority, the centralized purchase and processing of all

or part of the reading materials selected for the school libraries may be carried out by the staff of the children's library. Schools under different authorities could arrange the same service by contract.

EXTENSION ACTIVITIES

The following activities were regarded as desirable and practicable:

Story telling by librarian or teacher. Arranging of story periods should be according to a previously announced schedule, preferably when children had no other engagements. The object being stimulation of children's thought and imagination, the stories need not necessarily be based on books in the library's collection, though this may be preferable, as many children may want to read the story themselves. The stories should be told rather than read. They may be in prose or verse, and should be obviously enjoyed by the story teller.

Formation of library clubs which bring together groups of children interested in the same or similar hobbies, so that exchange of ideas and desirable habits of social behaviour are encouraged.

Encouragement of children's creative efforts, like drawing, painting, or writing literary compositions, by giving them publicity on the library's notice board, or by publishing them in a periodical whose editorial committee is composed of children.

Encouragement of debates, discussion of books read, and reviews of books by the children.

Encouraging children to write and stage simple plays without elaborate costumes or curtains.

Film shows.

Programmes of recorded music.

It was agreed that the librarian must not make these activities a matter of routine, without periodically checking whether programmes are fulfilling their objectives as fully as possible.

YOUNG PEOPLE

Some adolescents may have difficulty in selecting their reading from the wider range of publications available to adults. When their interests lead them beyond the children's collection, reading materials chosen from both adult and children's stocks should be available in a young people's collection, in a room set apart for their use, in the adult lending department or near the adult

collection. Such collections should preferably be the responsibility of librarians trained to work with young people. Activities suitable for this group and appropriate for a library should be arranged for them, with them, and by the young people themselves. Consultation with the children's librarian will ensure that when need for help is there, the transition from children's to adult reading is made easier.

SCHOOL LIBRARIES

Every school requires collections of reading materials freely accessible during the school day with time out of school hours for changing books and organizing library activities. Materials should preferably be housed and displayed together in a library room. Exceptions to this are books needed by one class only. For such, classroom collections are desirable.

Primarily, collections should reflect the activities of the school, inside and outside the classroom. Books on home and community interests of children, each good of its kind, should be included, together with the basic reference books. A great deal of material is needed for children beginning to read.

Borrowing for home reading should be encouraged as far as supply of materials allows.

Staff

Full-time trained librarians, preferably trained also as teachers, are needed. If teachers are employed as part-time librarians, their hours of teaching should be reduced accordingly. It is desirable that one member of the staff should be responsible for library materials at each school.

Trained librarians employed at schools should have the status of teachers and have the fullest scope to carry out the objectives of school library service.

Library Rooms

It is desirable that schools have rooms designed and used solely for library purposes. Their size must be adequate for seating the largest class, housing the necessary collections of materials with room for additional borrowers at the same time. Arrangements should be flexible and larger schools will need additional rooms for reading and for activities associated with the library. A workroom is needed.

The group discussed the varying quality of service likely in

urban and rural schools, in large and small schools, if each is dependent on its own resources. It was seen that a school library service giving equal opportunity to all children at all schools is possible only on a regional basis, with a large enough library unit for an adequate budget and a flow of materials from one service point to another as use demands.

In addition to the books needed permanently at each school, there must be a stock of general interest for lending in quantity, and returnable to headquarters at intervals. Specifically requested material must be available when asked for. This requires an extensive headquarters stock and an informed and imaginative staff. The regional headquarters would preferably be the main public library, but it could be a school library. Mobile libraries could visit some schools, loans of materials could be distributed by rail, road, water or air, by bullock cart and pack-animal; small parcels could go by post.

Regional headquarters could be part of a state or national library service, organized through public libraries for the whole community and using schools as distributing points for children. Technical services could be made available by trained headquarters staff. It was agreed that this kind of service could ensure high standards of selection of materials, which could include a full range of films, filmstrips, recorded words and music and collections of pictures. Economy in purchase, processing, maintenance and use of materials is greatest with services of this kind. Trained staff is used to greatest advantage. Bibliographical services would be available to everyone.

Care and Use of Books

Ability to handle books properly and to use books and libraries should develop naturally through work at school and visits to libraries.

Modern methods of teaching demand courses based upon reading materials available through library services. Children learn to use tools by using them. Contrived problems should be avoided.

CONCLUSION

After consideration of all relevant factors, the group came to the following conclusions:

Library services for children and young people in Asia should be planned as an integral part of public library service, organized for the whole community, on regional, state or national levels.

All schools should be service points in this organization. While this public library service is coming into being, library service to children should be developed on regional, state or national levels as fully as possible through all schools.

Librarians should be trained for work with children and their services used to develop library services through schools.

RECOMMENDATIONS

To Governments

That, as many children have little or no opportunity of formal schooling, provision of full services for children and young people be a function of all public libraries, which are the best sources of continuing informal education.

That library service for children in schools be improved in accordance with a definite plan and that library service be made available to all children at school.

That librarians be specially trained in work with children and young people and employed, after training, to organize and direct library services for children and young people.

That courses in children's books, reading, and library service for children should be a part of all teacher training.

To give urgent consideration to the production and translation of suitable reading materials for children, as there is a keen demand for books, and reading ability may soon be lost by many children for lack of practice.

To encourage writing and publishing of books for children by the offer of awards, prizes or royalties, or by the guarantee of minimum sales for books approved as to content and design.

To compile annotated bibliographies of suitable books for children published in their own countries, indicating whether books are still available or if not, whether they should be reprinted.

That, provided due care and responsibility is taken, librarians should not be held personally liable for losses of books. This practice limits free access and the use of books by children.

That library books for children should in general be considered expendable and to be worn out by proper use. Securities should not be demanded from librarians.

That lists of publications by government agencies be regularly issued and that such publications be issued free to public libraries as the best sources for dissemination of information.

That because of the shortage of children's librarians, courses of training be organized for teacher-librarians and teachers responsible for school library matters, and that library schools,

teachers training colleges and library associations co-operate in framing courses and providing instructors.

That special consideration be given to library services for mentally and physically handicapped children, particularly the blind, and for orphans and delinquents in institutions.

To Unesco

To set up a pilot project in Asia to demonstrate library services for children on a regional, state or national basis through public libraries and schools, the project to emphasize the production and use of reading materials (including illustrative material of universal appeal) in formal and informal education and the training of librarians for work with children and young people in Asia.

To underwrite a project for production of suitable books for children and young people in Asia.

To grant fellowships for training children's librarians for Asian libraries.

To compile annotated bibliographies of books from world literature suitable for use by Asian children in the original, in translation and/or adaptation.

To compile a register of library training establishments suitable for Asian librarians with full details of courses, entrance qualifications and other relevant conditions.

CHAPTER X

ORGANIZING SERVICES FOR CHILDREN IN PUBLIC LIBRARIES

by

MARGARET GARDNER

PREMISES AND FURNITURE

Much more space must be allowed for reading on the premises in Asian libraries than is customary in the United Kingdom, for example. There, reading in the library is a matter of minutes, or perhaps half an hour of browsing while choosing a book, but if there is no corner for quiet in the home and no light, then the reading will be done in the library. In Asia it is desirable to have as much reading space as the library will allow and, where the climate is favourable, to make an informal outdoor reading room, even if it is used mainly in the holidays. A number of schools work in double shifts during the daytime, and there are accordingly many hours of daylight which children could spend at the library. When this is the case, hours of opening must be much longer than is usual in the West.

A large room, then, with an outdoor space for reading, should be obtained if possible. A room 60 ft. by 40 ft. will give seating accommodation for 100, with adequate space for bookshelves, staff, and borrowers. Light furniture and low bookcases will be needed. Space the bookcases at large intervals round the walls to break up the knots of children who will gather in front of them. Three or four shelves to a tier will be sufficient. Shelving in the middle of the floor, technically known as 'island stacks', should be avoided. Have some low narrow tables with benches painted in gay primary colours, and washable, if possible. Benches are preferable to chairs: the children can wriggle more easily, and when it comes to arranging the seating for a large audience, you can get more children on benches than in chairs. The furniture must be sturdy and yet easily handled by children if necessary. I know of one library built in the last twenty years where each table in the children's library, seating only four children, required two able bodied men to move it, and arranging seating for fifty children was a major operation. Display fittings can also provide traps for the unwary. They should be varied in size and design, and their ultimate use carefully considered in the designing stage.

A large display surface to be filled from a very small collection of material is a recurrent headache to the librarian, and it would be wise to limit the amount of display work until the service calls for it. From the beginning, one or two display tables should be provided to house material brought to the library by the children themselves. A nature table and a handicraft table with a changing background of pictures require little upkeep work from the staff.

If the room is to be used for film shows, some attention must be given at the outset to the size and placing of windows and the ease with which they may be blacked out. If practicable, colour should be introduced in curtains and blinds. This, with a few pictures and pottery, will give the children's room a gay informal look which will attract the young reader.

A staff counter must be provided—a portable one if possible, and if not, one which does not act too much as a barrier between staff and children. Quick access from counter to room is essential.

BOOKS

The most formidable obstacle to the creation of children's libraries in Asia is the scarcity of children's books in local languages and the poor quality of the books which are available. Many of these are little more than pamphlets, of poor paper and very flimsy binding. Nevertheless, use must be made of everything available and measures taken to strengthen the bindings. Sometimes two or more of these pamphlets can be bound together, and heavy duplication of titles will also help to carry the library through its initial stages. More drastic steps will have to be taken if the library is to carry on beyond the first few months. All sources of supply must be scoured. That in itself is a difficult task in the absence of publishers' catalogues, but once it is known that the librarian is interested in all children's books, it will be in the publishers' interests to keep him informed of new material.

It should also be possible to arrange for some translations from one regional language to another, once there is a known market for the books. It would help children in all parts of Asia if funds could be found for translation of the children's stories of one country into the languages of others. Among the thousands of books published in the West, there may be only a small handful which could be successfully adapted for reading in the East, for the way of life portrayed in Western stories is too remote and strange to translate successfully. But China, Japan and other Eastern countries may be able to contribute much material with a background more familiar. There is, of course, a wealth of fairy stories and legends which can be told to every child, but

it is for the older child that the books must be found. The great gaps are in non-fiction. Nature and travel books, 'How-to-do-it' and 'Hobbies' books are virtually unknown; there is practically no non-fiction other than the school textbook.

Not many years ago non-fiction books were much more like school primers than they are now. To the children's librarian must go much credit for the production of the attractive and factual books we find today. The librarians' insistence on quality and their readiness to pay a good price for the right book has provided an incentive to publishers and writers.

I hope this will be the case in Asia. The market for good children's books need not be enormous before it becomes commercially profitable to publish them. Even today many good children's books are produced in editions of one or two thousand copies. Such a market in any country is surely attainable, once a start is made by a determined and organized body of librarians.

It seems a formidable task to create children's literature, but it can be done well, if all those interested in the education of children will play a part. It cannot be done by one library alone, but if a few will co-operate to guarantee a market for any book which is printed on better paper and better bound, the printers will produce better books. Many voluntary bodies could be interested in the writing of children's books, and might be encouraged to award a national prize to the best writer or illustrator of a book for the young reader. The prizes given by the Library Associations of Great Britain and the United States of America have thrown a spotlight on the well produced book, and the winners of the awards in recent years have done much to enrich children's literature. I can speak only of Great Britain, but I know that the Carnegie Medal is eagerly competed for by publishers in the United Etates. A committee to investigate the possibilities of Asian literature for children would, I am sure, be able to accomplish much in a very short time.

Until that day the librarian must make use of what little she has. I have seen pasted-in translations of simple books in English with bright illustrations, but this is a very laborious and limited solution. Even so, it was heartening to see how much these books were used by the younger visitors in the library. Pictures and press cuttings mounted simply on a large board will also help to keep the child abreast of current events. But these are but palliative measures; the only permanent solution is the printing of more books for the children to read.

Rebinding is always a problem in a children's library. Sometimes the inside of the book is too soiled to warrant the expense of a new binding, but if it is difficult to replace the book immediately, it will have to be kept in use. Initial reinforcing is

the best way of prolonging the life of children's books. For rebinding, the cheapest and brightest covers must be found. Nothing makes the stock look more unattractive than a preponderance of heavy dark bindings, and the life of a child's book is too short to warrant heavy expenditure on binding.

THE USE OF THE LIBRARY AND ITS POTENTIAL READERS

Since for some years the book stocks of the library will be very small in relation to the demand, it may not be possible to allow unlimited borrowing. The library may function for a time as a reading room, with lending facilities granted after a six month membership when the child is known to be capable of caring for a borrowed book. The sense of privilege will be jealously guarded by the children and will create a sense of ownership of the books which is essential if the service is not to be abused. It was my experience that the Indian child was quiet and careful in his use of the library and rather awestruck in the presence of something new and unfamiliar.

Cleanliness can be encouraged by providing washing facilities on the premises and an attendant to enforce their use, but as lending for home use is encouraged, this precaution must be abandoned in favour of insistence on children coming to the library with clean hands and washing them always before handling the books.

Some children are natural readers and can be encouraged in their love for books by the formation of a band of library helpers to do some of the small tasks about the library and create a nucleus round which much extension work can be done. Plays and mime are greatly enjoyed by both players and audience if the children express themselves in their own words and no serious attempts are made at elaborate productions.

Two special classes of readers should be catered for. When the books are available, special shelves may be kept for the very young readers, even for those who cannot read but who would enjoy having the books read to them. Here is a splendid opportunity to encourage the mothers to enter the library. The absence of women readers was most striking when I was in Delhi, and I felt that they might be attracted through the children's library to borrow books, first for their children and then later, for themselves. It is the librarian's responsibility to see that each child finds a book suited to his capacities and that the initial difficulties of reading are not magnified by having him struggle with a text beyond his ability. The children's librarian must not be so overburdened by routine as to lose sight of the ever-

present need for personal assistance and encouragement.

The other special group is the adolescent, a problem in most public libraries. Many of these youngsters go straight into adult reading early and without hesitation, but others find the increased choice and profusion of books in unfamiliar surroundings bewildering, and at this point when their desire to read is fighting for a place against many new distractions, they fall away from the library. A small carefully selected stock of adult books can be duplicated in the children's room so that the adolescent may widen his interests within a familiar routine. But care must be taken that this period is not unduly extended. There must be an upper age limit if the younger reader is not to be endangered. Some adults would use the children's library for their own lending if allowed, and if there is any likelihood of this it must be met by providing children's books in the adult library—a solution not so odd as it sounds. When the transition to the adult library is made by an adolescent, he should be taken care of by a member of the adult staff, if only for a few moments, so that he may rapidly feel at home in the new surroundings.

STAFF

In the early days of library work for children, the staffing of the junior section was undertaken by any junior assistant who could be spared from the adult library, and the issuing of the books was a very rough and ready operation. Now it is established that only with a separate and well trained staff can the children's library function properly. Even in the beginning it is essential that a full-time enthusiastic librarian be placed in charge of the work with children. Extra clerical or counter assistance may be supplied from the adult staff, but the children's librarian should have full control and independent authority for the running of the children's department.

Much has been written on the qualities needed in a children's librarian and the aptitudes which she should bring to her job. (It is customary to say *she* when speaking of a children's librarian since the majority are women, but there have been some very successful men librarians.) What qualities should be looked for? First, an easy manner with both children and adults, patience and sympathy which will encourage the small reader to ask for advice and guidance. Also needed are a willingness to read and become familiar with her stock and to develop a sense of values which will enable her to select the best possible collection of books for the library. Book selection must be in the hands of the children's librarian, and she should know at the beginning

of each financial year what sum has been allocated to her department. This may seem elementary, but in the early days of any library system when expansion is rapid and costs heavy, it is only too easy to make economies at the expense of the children's library. There will be story hours to give and play readings perhaps. Let us not be too technical about all this. Given the interest in books and children and a good speaking voice, most people can, with practice, develop a very good story telling manner. The only real essential is that the story teller be interested, for children will soon react unfavourably to a 'dead' story. Again, with the display work and extension activities, a little aptitude and a lot of application can produce very good results. The children's library is not the place for sophisticated display work. Linking displays and activities directly with the book stocks and reading is the ideal to keep in mind.

Book knowledge, equability, and sympathy, are the main qualities required—particularly a book knowledge which enables the librarian to find the right book for the right reader.

ROUTINES OF CLASSIFICATION, ETC.

Classification in a children's library should be very simple. If the Dewey classification is used, three figures in wide classes is quite enough for simple grouping. A sheaf catalogue is to be preferred to one on cards, for it is much easier for the children to handle. Moreover, they are more accustomed to the book form than to a trayful of cards. Simply author and title will be sufficient to enable the children to recognize the books in the catalogue.

In modern children's libraries the books are shelved in rough groups with no attempt to keep the classification on the shelves but with all the emphasis placed on attracting the children to the more informative book. Simple headings like 'To set you thinking', 'Travel and adventure', Hobbies and crafts', 'People' are indicative of the contents of the books shelved below.

It is helpful if fiction is roughly classified into groups. Captions like 'Fairy stories', 'Adventure stories' and so on are easy for children to grasp. The library becomes a place where they can readily find books suited to their tastes and reading ability. All modern practice aims at removing any obstacle between the child and the book, and no technique which would create confusion in the mind of the small potential reader should be used.

Many libraries have now completely abolished fines for child readers. A mounting fine, however small, will lead to the end of borrowing by the child, and sometimes to the non-return of the book. If the librarian finds that there is a persistent ignoring of library rules, then the privilege of borrowing can be suspended for a period.

Since children should be traceable, some form of guarantee or recommendation should be asked for from a parent, guardian or teacher, and names and addresses should be checked. Delay in granting membership is not important, so long as the barriers are not unsurmountable.

Of course, prejudice in adults is not unknown, and some parents have expressly forbidden their children to use the library because they regarded reading as a harmful and time wasting activity. The children's librarian in Asia may have to be a pioneer, combating superstition and ignorance among adults before she can do work with the children.

In the formation of a new library it cannot be emphasized too often that borrowing is a privilege which can be withheld. That is the most effective way of creating in small borrowers a sense of responsibility to the book and to the library.

Any damage must be immediately noted. It is important that this should be done, in fairness to the next child who may borrow the book. When initial stocks are small, as they are bound to be in Asia, a minimum time limit is probably more important than a maximum one, for a daily changing of books will soon exhaust the available stock and leave the child eventually unsatisfied.

Generally speaking, rules and regulations should be as few as possible to maintain reasonable order and ensure adequate care of books. But such rules as there are should be strictly adhered to.

One last thing, children's libraries and librarians must not work in isolation. Concerted effort, both national and international is necessary for development. Exchange of ideas stimulates and provokes, and most important of all, knowledge that others are facing and overcoming similiar problems helps one to carry on when things are particularly difficult. An informal, and later on a formal association should be one of the aims of all children's librarians in Asia.

CHAPTER XI

STIMULATING CHILDREN'S READING INTERESTS

by

MARJORIE COTTON [1]

WHAT ARE CHILDREN'S READING INTERESTS?

The earliest books which children enjoy confirm their own experience. Their later reading extends their experience. As the child develops from self-centredness into social awareness, so do his reading interests expand. The child's most urgent need throughout his life is for security. This begins as a simple need for the material comforts of the home with its food and shelter. Such comfort is emphasized in man's earliest literature—the folk-tale—where plain homespun details hold the story together. So, the child's first picture books are of familiar objects and toys which reassure him. Children who in their babyhood have listened to nursery rhymes and jingles, delight in stories of home life and in stories of animals who talk and behave as they do, for in them they find again the love and affection of family life. Reassured emotionally, they seek also spiritual security. This is a challenge to those who provide their books. Children's books must implicitly hold fast to true values and inspiring ideals. On this test the mediocre books fail.

The bounds of the family circle gradually open to reveal a wider world. All that children see may provide fresh interests. The talking animal stories which they once enjoyed now give way to realistic stories of animal life. Their interest is a mingling of curiosity and affection, for animals so often evoke the need to give and receive affection. But this new world contains more than animals. Excitement appears in the shape of machines. Fire engines, steamrollers, aeroplanes, trains become living beings with which children identify themselves.

Still further the horizon widens and with this extension comes again the need for security—the need to belong to a group. Books teach the growing boy and girl that their problems and difficulties are not unique. They learn from stories of other lands and other times, that children like themselves have known fears

1. Children's librarian, Randwick Municipal Library, New South Wales, Australia.

and doubts, met dangers with courage, and shared laughter and wonder. Books can help them to develop faith in themselves, in their world and in their gods. They need something 'worthy of wonder to grow upon'. Their literary heritage is the classic mythology, the folk-lore, the hero legends. Stories of real people carry further this need for inspiration, and foster the desire to achieve.

Throughout their lives comes a recurring need—the need for laughter and change. Children seek an escape from the 'cramping confines of home and school', from the obstacles they cannot climb, the rules they cannot break. A safety valve is provided in the nonsense tales, the fables, and fantasies.

The perpetual curiosity of the child explains his interest in the well illustrated factual book, but this is matched with an aesthetic need. Children must have books of beauty; books which not only help to satisfy their creative urge by showing them how to do and make, but books which inspire—anthologies of poetry and prose, and art. These are the safeguards children demand from life and they are reflected in their reading tastes. We know, of course, that books alone cannot satisfy them and that for some children, books are no help at all. But as librarians our problem is to integrate the child's own experience with the recorded experiences in books, for we believe that while 'books are no substitute for living, they can add immeasurably to its richness'.

INDIVIDUAL READING GUIDANCE

The larger part of this paper will deal with group methods of stimulating reading interests but individual guidance is obviously paramount, and indeed should underlie all group work. The organization involved in group activities should never take priority over the personal contact between librarian and child. The librarian must know children as individuals and acquire a retentive memory for each child's reading tastes. She must respect their personalities. She may suggest 'I liked this book, you might also'. She should never say 'You must read this book'. She will accept their right to make the choice. Her conception of the reading interests and capabilities of various age groups must be flexible, for she knows that there is no such person as the average child. Finally she must know the books she recommends. This means simply that she must read them herself and not rely on recommended book lists. It means too, that within the limits of the child's right to choose, she must show some enthusiasm in her recommendations.

DISPLAY WORK

One of the most obvious and attractive methods of arousing interest in books is the use of bulletin boards and displays on tables or shelves. Displays must be attractive and entertaining and should arouse curiosity. If a calendar is kept of special days and anniversaries, the displays will be both topical and varied. The centre of interest may, for example, be Boy Scout Week, a national day or the birthday of a world hero. Such specific displays should alternate with those on the staple interests such as hobbies and sports. It is advisable to have two bulletin boards: the main board situated near the entrance, and underneath, a table or shelf for books ; and a smaller board for news clippings, posters of current events and photographs of authors.

The boards may be of cork or plywood, with background material of burlap, crepe paper, or cellophane. Variety may be given by using corrugated cardboard and silver and gold foil. Discarded magazines are a rich source for pictures for the board, and may be roughly classified by subject and kept in Manila folders.

To sustain interest displays should be changed frequently, perhaps fortnightly. A more ambitious effort will of course remain for a longer period; but before undertaking this type it is well to assess its worth as a means of guiding children to books.

Any results in circulation figures should be noted, as it is often the least read sections of the book stock which are publicized in display work. I have noticed that increased interest and circulation often come after the display is dismantled, a proof that it has aroused more than a passing interest.

BOOK LISTS

Another means of guidance is the compilation of lists of books. Children have a natural desire to be led and will happily accept lists of recommended books, providing there is no compulsion to follow them exclusively. The lists should be selective and short and should include descriptive notes.

During vacation when reading tends to slacken, some libraries keep lists of the individual child's reading. This often takes the form of a game, e.g. the child travels around the world by aeroplane, each book read representing a stage in the journey. This may seem an artificial way to encourage reading, but librarians claim that it does result in attendance during the holiday period. Group games such as building a model library,

each book read representing a brick, invoke co-operation between the readers. For it is essential that no competitive spirit should develop.

STORY-TELLING IN THE LIBRARY

Story time should be an integral part of the library's programme. It is the one group activity which should not be postponed until the library has become well established. It exists to open books to children who are as yet unable to read for themselves or who still find reading a laborious effort. It exists for the simple purpose of giving joy. The stories told should come from the age old collections of folk-lore and mythology, and from nonsense tales. They are occasionally preceded by some well loved poem.

The cardinal rules for the story-teller are: Know your story and tell only those stories which you yourself enjoy; respect your story and tell only those which are worth telling many times.

Most libraries are able to hold a weekly story time, but during vacations it may be a daily activity. A second group for older children may be held when cycle stories are told. Thus heroic literature may be presented to children who are capable of sustaining interest from one week's episode to the next. It is essential in telling stories to groups, that they should be told and not read. Given a genuine love of literature and children, most of us can acquire some proficiency in the art of story-telling simply through practice. As the whole purpose of the story time is to inspire the child to read for himself, the books from which stories are taken must be in the library, or much of the story time will be wasted effort.

RADIO WORK

While it cannot equal the intimacy of the story time in the library, the radio can be used to reach a far larger audience. Where there is a local broadcasting station, librarians are sometimes asked to contribute to the school programmes. The subject chosen may, for example, be stories about China. Appropriate music introduces the session and is followed by brief outlines of two or three stories, chosen to appeal to differing age groups. To mark the break between each story, the music gently obtrudes and then fades as the story-teller begins her tale. Questions of copyrights decide the amount of actual quotation from the stories. A radio talk may introduce a book by telling how or why it was written,

with some stories about the author. Sometimes children take part in these broadcasts and discuss their favourites books or hobbies. Occasionally the broadcasts take place in the library itself and achieve a spontaneity lacking in the formal studio programmes, which are, however, simpler to produce.

FILM WORK

Only the well established library has full facilities and equipment for the showing of films. Other libraries sometimes hire equipment with the aim of attracting children into the library building. The films shown are usually informational and relate to children's interests, or they may concern the library itself, for example, films on how books are made, how to use a library, bookmobiles. Such activity can reasonably be left until the library has developed its primary aim, that is, to bring the book to the child. It is a moot point whether the film brings the child to the book, and the vital consideration in deciding on film work is the cost.

LIBRARY CLUBS

The need of children to ally themselves with others who share their interests can result in the formation of successful library clubs. In this group activity children themselves take the leading role, the librarian acting as adviser. Some librarians have little patience with this work for they are dealing with an exuberant age group, and the work is exhausting, which proves, I think, that it is valuable. Over-enthusiastic advertising that a library club will be formed may result in an overwhelming rush, for children of this age will join any and every club and their enthusiasm may be short lived. It may be wise to let the group develop naturally. It is better for a club to begin in small numbers and grow of its own accord. Large clubs tend to become unwieldy.

A club may start as a result of a suggestion to children who have shown interest in a subject. Thus there may be stamp clubs, nature clubs, modelling clubs. Another may be of literary interest and have as its programme book reviews, debates, playreadings, dramatic work, book quizzes. Members of the public are generous to these children and give talks on such subjects as model-making, travel, and authorship.

The group spirit in the clubs results in members taking an active part in the general work of the library. Older children assist the little ones, help at the catalogue, prepare new books, assist in poster making and display work. Willing participation

is the keynote, but it is wise to stress that it is a privilege for club members to help in the library. Efficiency and loyalty may be rewarded by some badge of service. Amongst such children there develops a personal pride in their library and a greater interest in what it is trying to give.

DRAMATIC WORK

One of the best ways to experience literature is to dramatize it. Occasionally little children will enact a well-loved fable or nonsense story, if it has an easily remembered dialogue, but the performance must be spontaneous. It is easy to defeat the purpose of getting children to express what they have experienced in a story. A good rule is: if there is no spontaneous response, leave well alone. There should be no coaching or memorizing of lines.

These little ones however make delighted audiences if older children portray their favourite fairy tales. Scenery and props should be at a minimum and costume whatever the children themselves can produce. Simple presentation rather than polished performance is the aim of dramatic work in a library club.

Puppet plays are favourites with children of all ages. They will make their own puppets, write their own plays and take part in the performance. They should be encouraged to write plays about characters from their favourite books.

Play reading groups of older children may vary their usual practice by turning the reading into a make-believe radio play. A dummy microphone is used by the announcer and the actors are hidden from the audience by some type of screen.

In all dramatic work care should be taken in the choice of material.

LIBRARY MAGAZINES AND SCRAPBOOKS

Children themselves bring voluntary contributions to the librarian which may serve to interest other children. They bring drawings of a story they have heard or read, or original poems and stories. These tributes may be collected in a scrapbook for others to see. Older children in a library club, produce their own magazine in which the articles, reviews, and stories are all original work. The librarian acts as editor, giving advice when asked, and putting together the hand-written material. The cover of the magazine may be the work of one of the artistic children and will probably be of higher standard than the written contributions.

Scrapbooks and magazines should be placed on display in the library to be read by the other children.

CONCLUSION

These are some of the methods which have proved successful in introducing books to children, methods which recognize patterns in their reading tastes, and take into account the fact that the child's interests are still developing and need directing. At the centre of all the work outlined is the fundamental aim to develop the child's ability to choose for himself from the wealth on the library shelves.

CHAPTER XII

CO-OPERATION BETWEEN PUBLIC LIBRARIES AND SCHOOLS

by

SOHAN SINGH [1]

School libraries are too small and they have too few resources. In contrast to this, modern teaching methods require much more reading material for the children than was the case some time ago. This situation is accentuated in the economically underdeveloped countries where books and personnel, as well as other material necessary for running a library, are in short supply.

Schools cannot give library service to young people when they leave school. The transition to be made from the school library to the public library is easier for them if they have come into contact with a public library while still at school. It will be only natural then, for them to use the public library and, in the interest of library service in general, the dividing line between school and public library should be as flexible as possible.

The public library can render the following six types of services to the schools and school libraries: lending publications and audio-visual material to schools, permitting the use of library premises, preparing book lists for schools and book publicity, and giving training in library methods and technical services to schools.

LENDING PUBLICATIONS AND AUDI-VISUAL MATERIAL TO CHILDREN, TEACHERS AND SCHOOLS

In the public library's direct service to children there can be a division of functions even if the school library is a good one. For example, the school library may offer services closely connected with the school curriculum. For this purpose, it may have the minimum essential book stock, e.g. a compact group of reference works and some necessary supplementary books for each class. The public library can cater to the home reading of children,

1. Ministry of Education, Government of India, Delhi.

stocking the more out-of-the-way reference books and a varied and extensive literature for children.

When the schools are closed for summer vacations, children who love reading can avoid this trying time with the help of a public library. The public library might also adopt the school practice of giving some work to children in their long vacations.

Public libraries can also arrange story-telling for school children. This is an essential activity in the nursery and kindergarten classes, but a library with its free atmosphere is more suited for story hours. In fact, many libraries are carrying on this type of activity, and the schools can co-operate by sending their classes to the library.

The public library's service to schoolteachers deserves special mention, for the schools can keep only the minimum material necessary for teachers, whereas a public library can have, and often has, extensive literature on education which it can lend to teachers individually or through schools.

In their service to schools, libraries can use schools as branch libraries or deposit stations. The school and the public library can co-operate in selecting the books sent to each school.

The public library can also enlist the co-operation of teacher-training institutions or high schools. A high school, or a teacher-training institute, can act as a centre for the distribution of reading material to a group of schools around it. Thus future teachers will be helped to appreciate the place of a library in the school and to understand how library service for schools could be organized.

A public library serving schools in a well-defined area, either directly or through high schools or teacher-training institutes, can provide more efficient service if it has a mobile library or a book van at its disposal.

We have thus far spoken generally of reading material, but the public library can provide other teaching material to children and schools, e.g. pictures, films and filmstrips, recordings, maps globes, etc.

A much appreciated service of public libraries to schools is the lending of well-framed pictures, for decorating classrooms. The children can also ransack old discarded magazines in the public library and from them make good picture collections for their classrooms or for their school libraries.

It is difficult for a school to build up a good collection of films, but for a public library serving adults or children in a wide area it may be easier to build up such a collection. For example, a district library may have a collection of films or may borrow films from a central film library for distribution to schools in the area, and may maintain a pool of projectors for lending to schools.

Certain types of services can best be located in a library, e.g. story-telling, teaching the use of books and art appreciation, etc. A public library should invariably have a children's room which can be set apart for schools at a particular hour. These services which the library may render on its premises to schoolchildren may be conducted under the supervision of schoolteachers. Large libraries might also set apart a room (or a corner of a room) for teachers and parents.

LISTS OF BOOKS

The public library with its better resources in reading material and audio-visual aids can prepare lists for the use of schoolchildren. The lists may be classified by grades or prepared with the needs of particular types of readers in view. They are especially useful if distributed to children before vacations. Lists can also be compiled for the use of teachers.

The lists can be prepared by teachers and librarians co-operatively, the teacher contributing his knowledge of the curriculum and the librarian, his knowledge of book resources. This co-operation is particularly useful for book annotations which the schoolteacher can help to adapt to the curricular and extra-curricular activities of the students which he is in a better position to know than the librarian.

Some libraries also prepare guides for parents for purchase of books as gifts.

PUBLICITY

Publicity has become an accepted part of public library work. Bulletins sent periodically to schools, give titles of new book arrivals or information on activities which the public library organizes for children, thus serving the double purpose of supplying the children and schoolteachers with useful lists and publicizing the book stock of the public library. Book talks given by a librarian, a schoolteacher or even by children, can also make library news. Another good type of publicity is the co-operative organization of book days or book weeks, by teachers and librarians. The book week may be organized in the library or in the school or at any festival or other function where children congregate. It should be planned to meet the needs of children, schoolteachers and parents.

TRAINING

Public libraries can do much to train children in the general use of books, their arrangement in the library, use of reference books and methods of study. This work with children usually takes place in the library itself. The whole class, with the teacher, moves to the children's room in the library at specified times, and the librarian spends this time teaching the children.

Training work with teachers may be of two types. First, the public librarian may teach the organization of a library. Secondly, the children's public librarian may give a course in children's books and the library tools useful for children. As books and reading material are assuming increasing importance in modern education, the teacher with his heavy responsibilities may not be able to keep abreast of developments in the field of children's literature. The librarian is a specialist in this respect and just as a schoolteacher may benefit by consultative services in sciences and social studies, similarly the public librarian can render him consultative service in books and reading material and perhaps in other types of teaching material.

TECHNICAL SERVICES

The public librarian can help school libraries in the following types of technical services: classification and cataloguing of books, book selection and organization of school libraries.

A school library usually needs only broad classification and simple cataloguing; yet these are time-consuming and specialized procedures which a librarian can carry out better and more economically than can a teacher. Unless a school has a librarian of its own, it should draw upon the time and skill of the public library personnel in organizing its book collections.

The teacher, with the curricular and extra-curricular activities of the school in view, and the librarian, enjoying greater resources and also greater knowledge of the ever-increasing children's literature, can render useful service to one another in book selection.

The public librarian can assist a new school library by training a teacher in library organization methods, and by lending a staff member to organize the school library service. In this way, a public library having an extra children's librarian on its staff can give to many schools in the area aid which by themselves they would not be able to obtain.

Sometimes a librarian may be lent by the public library for regular service in the schools once or twice a week. We have

mentioned earlier that a high school or a teacher-training institution can serve as a nucleus for distribution of books and library service to schools in its area. If these schools and teachers' training institutions cannot acquire whole-time librarians, the loan of a librarian from the public library, will stand them in good stead.

The public librarian can also advise the schools on sound methods of book selection, book purchase, etc. In fact, a public library may itself take on the purchase and processing of books for schools.

THE SERVICES WHICH A SCHOOL CAN RENDER TO A PUBLIC LIBRARY

Like schools, public libraries have not unlimited funds. Sometimes a children's librarian is over-worked and may need relief. Student assistance can help in such situations, and the schoolteachers can encourage children to do part-time work in the library, paid or voluntary. Such assignments should however, be short.

The schoolteacher can also ease the work of a public librarian by implanting library habits in school children. The better use of books and a sensitiveness to the services of a library can be inculcated in children by the schoolteacher.

The school can give publicity to communications from the public library regarding its activities with children. Schoolteachers can carry publicity a step further—they can take whole classes to public libraries to show them how libraries work, and they may persuade children to become members of the library.

We have already mentioned the help which teachers, specially subject-matter specialists, can render to public libraries in book selection and the making of book lists.

A school having a very limited library budget may be assisted by a public library in providing a library service which it could not afford from its own resources. The school can pass over its small library funds to the public library and both will benefit by the exchange.

The school can also offer to act as deposit station for the public library. This deposit station will not only serve children and teachers, but also the adults in the community, and the school thus becomes a service point for the public library. This is, in fact, one of the most important ways in which schools can render help to public libraries in underdeveloped countries.

Librarians and schoolteachers should have close contact with one another's work so that both may serve the children better. They should have frequent and regular meetings for discussing problems of common interest and planning common activities such as making of book lists, organizing book weeks and book talks, etc. In this way schoolteachers can influence library policy and libraries can influence handling of teaching material by the teacher.

Another means of co-ordination is exchanging purchase lists between libraries and schools. In this way, both can avoid duplication of material and come to an understanding on the division of functions between the schools and the libraries.

The above forms of co-operation between schools and public libraries can be brought into being by mutual goodwill between the librarians and the schoolteachers. There can also be an understanding at high level between the public library and the school system that the public library will take over the school library services and the school system will give it certain funds in return for this aid.

This kind of co-ordination is made easier if both the libraries and the school system come under one department, and obviously the Education Department is the best choice. The Education Department can then organize a unified library service which will serve adults as well as children in and out of school. An advantage is that there is no need of a contract in the exchange of services. Schools and libraries come together not as two independent organizations with a formal relationship, but as two sections of one and the same organization giving all their energies and resources to a common end.

This unified control of schools and public libraries deserves to be recommended, particularly in the underdeveloped countries, for in addition to the advantage of better service, the arrangement would also be economical. It would tend to reduce the handicap of lack of trained library personnel, for the public librarian could then give the benefit of his special knowledge and techniques to a wider area and to more institutions.

CHAPTER XIII

SCHOOL LIBRARY SERVICES

by

H. MACASKILL [1]

No longer do those concerned with the education of children think primarily of human knowledge. They do not first consider how what is known to mankind may best be divided into neatly separated and ticketed bundles of facts for presentation in logical order to children in schools. They do not first seek to determine by what methods this information is to be implanted in the minds of children to make them well informed adults.

At the centre of modern educational thought is the child himself—the child as a living growing entity whose development as a whole must be studied if the aims of education are to be fulfilled. Understanding the way in which a child grows and develops and how learning takes place, the enlightened teacher of today plans the activities of his school to provide the most suitable conditions for this learning in terms of the local situation.

HOW CHILDREN LEARN

Born with certain capacities and tendencies, a child begins at once to learn. An angry bawl brings satisfying food. A bright glow arouses innate curiosity and a hand stretched forth gives to its owner a sensation of pleasure, followed on nearer approach by one of pain. Interest, excited by some nearby object, stimulates the effort needed to touch and examine it, to play with it, to investigate its physical shape and properties. Repetition of movements makes them surer; responses once assured combine and interact to form new ways of behaviour. Habits are formed.

Without forgetting that every child is an individual, a teacher takes into account characteristics that each child has in common with others. Children are naturally curious and respond actively to whatsoever arouses their interest. In the resulting activity

1. Librarian, School Library Service, National Library Service, Wellington, New Zealand; Leader of Group III.

physical, emotional, intellectual development takes place. The process is continous. Effort is most persistent when stimulated by interest. In his activities, especially in his play, a child extends and repeats his experiences, influenced by the experiences of others with whom he lives or of whom he knows. Imagination touches his real world with fantasy. His attitudes of mind, his ways of behaviour, are affected by his real and imaginary surroundings, by the interaction of all the factors helping or hindering his growth to maturity.

To equip him with the skills demanded for successful living in the society in which he lives, and at the same time to enable him to realize his own potentialities for enjoyment of a complete life, the child is sent to school and taught to read.

CHILDREN AT SCHOOL

Much depends upon the completeness and speed with which a child masters the mechanics of reading. His enjoyment of reading, his ability to extract what information he needs from printed material, his attitude towards reading generally, the time he can spend, in his relatively short school life, in reading, the success of reading as a means of communication for him, all depend upon this mastery. As his ability grows, he begins to interpret his own experiences, to widen his experience of the world in which he lives and to satisfy his desire to find out things by reading. With the child's own growth and development, his interests widen and change, the range of his activities increases. Individual aptitudes and tastes diverge and become strengthened and specialized. With adolescence or the change from primary to secondary school, new interests crowd in. Interests of home and of community life outside the school are developing side by side with those activities prompted or encouraged at school. For all interests and tastes, books have something to offer.

BOOKS AT SCHOOL

As soon as a child begins to read a few sentences, the value of a school library becomes plain.

The impact of the books a child encounters when he begins to read can do much to determine his attitude towards books throughout his life. Upon the appeal of these first books may depend the formation of a life-long habit of reading. In these early impressionable years imagination can be moved deeply. Quality and quantity are both essential if every child is to have

opportunity. At first, words and pictures, each completing the other, should carry the story or embody the idea. Colour and rhythm should heighten the appeal to a child's eye and ear and mind. The variety of ages at which children may learn to read should be considered as interests tend to vary with age and suitable materials for one age will not appeal to another. For books to be effective, at this stage especially, the communications for each child must be in terms that life in his local community so far can enable him to understand.

We can recall some of the stories that most children enjoy. Not always are they written consciously for children. Consider the folk-lore of the world ; stories carried from generation to generation by word of mouth, now written down, can be shared by boys and girls everywhere. Told so often aloud, they march with vigour and directness, salted with humour and robust commonsense and lit by fantasy. In them is the wonder and the speculation, the attempt to explain the unknown and the forces of nature, that the child has in common with early mankind. The doing of mighty deeds, the conquering of difficulties, the triumph of virtue in these stories, all find a response in the child's heart.

As the child grows and his reading powers increase, his demands are likely to reflect ever-widening interests and comprehension. There is still a need for fairy tales and fantasy but, there should also be imaginative stories of life as it is in the child's homeland and in other countries and as it was throughout the world's history.

Children want to find out about the present and the past. They need information of travel and discovery. Children want to grow things, to make things. Books on the arts and sciences, books on social studies, have a place. The 'tool' books, encyclopaedias and gazetteers, become necessary. Periodicals, booklets, maps and charts, leaflets and clippings, must be added. At all stages of development, there is need of exact knowledge.

With films, filmstrips, recorded words and music, pictures and photographs, the book collections can be extended, balanced and strengthened.

THE SCHOOL CURRICULUM

The needs of the school curriculum will dictate the subject matter of some of the material. Among the collections in the library should be found the reading that every teacher requires of the children, other than textbooks. The two facts, that all such materials are to be found in the library and that the school work

is devised so that children must use them, bring together into some unity the various elements of the teaching in the school. It follows that understanding of children, judgement of the suitability of books for their purposes and knowledge of the aims and content of the school curriculum are all necessary for selection of collections for school libraries.

With so many activities and interests demanding the child's attention, the time he is able to devote to reading is comparatively short. Every moment is precious. None of that time can be afforded for the worthless or trivial. In these years the formation of taste, the early development of imagination and appreciation of wit and humour are all given shape and direction by the books that are read. Attitudes of mind may be formed and clarified; tendencies to behave in this way or that may be strongly affected by childhood reading.

LIBRARY SERVICE TO CHILDREN AT SCHOOL

A library service to children at school should provide stimulus and materials to enable a child to learn to read fluently and with enjoyment, lay the foundation of good taste, widen a child's indirect experience and interpret his direct experience, accustom a child to use books and libraries as tools and give a unity to the diversity of school activities.

To ensure that these aims are carried out so that all the children will be made aware of the range of available reading materials, and also because the juxtaposition of various materials increase their usefulness, collections should be displayed together within each school, easily accessible to all when they are needed. To be used freely, materials must flow from library to classroom, from classroom to library, from home to school and back, as occasion demands. Some materials would be needed daily, some perhaps yearly.

Children at smaller schools are at once seen to be at a disadvantage if each school relies upon the materials within its power to purchase and to house within its own walls. At any stage, especially in schools with teachers skilled in the use of books, demand may press heavily upon the limits of the available supply. Research and the diversified reading of children finding their own information for individual and group projects cannot go far in a small rural school dependent upon the reading materials it can accumulate unassisted except by capitation grants and local resources. The range of interests may be as wide in small as in a large school but in a small collection fewer interests are likely to be represented. As many source materials may be needed but fewer

are likely to be found; standards of selection may vary from school to school and from year to year, particularly in the absence of bibliographies and trade lists of available publications.

Arrangements with public libraries by schools individually or in groups, or organization by district or region, will help to raise the level of library service, but still inequalities are likely to persist and organization of school library services should be planned on a national scale.

The ultimate objective of a national service is equal opportunity for each child to read the books he needs during his school life. For this purpose the following things should be done.

First provide for circulation among schools, collections of reading materials of general interest to children. These collections will include fiction and non-fiction and be chosen without reference to the content of the school curriculum, school textbooks and ready reference materials being excluded. A collection appropriate for the ages, sexes, reading abilities and interests of the children in it should go to each school needing such material and be regularly exchanged. To do this, a library headquarters must be established, staff appointed, supplies of books acquired, arrangements made for local distribution and transport of books in containers suitable for local conditions or by bookmobile. Local centres for distribution may be public libraries, larger schools or premises adapted or constructed for the purpose. The advantages of this service are that standards of selection can be maintained, and access to collections of good quality and extensive range assured to children at any school. Disadvantages are that remoteness of schools from distributing centres make for difficulty in assuring that all books are suitable for the children for whom they are sent and children at small schools are still unlikely to see as many books as they need.

Secondly, provide collections of reading materials from which information or books specifically requested by schools may be sent to them. As such requests may spring from the activities or interests of any child and may or may not be concerned with work at school, inclusion should be as wide as possible, taking into account special as well as general interests and considering the aims of the school curriculum for background reading, sets of plays, words and music of songs, practice in other languages and encouragement of reluctant readers. Books from these collections will be sent on demand, by post or other means of transport, to arrive when they are needed. They should be returnable to the office of issue when use is over. This service will require a larger staff of more highly trained librarians to acquire the necessary materials, organize them for use and carry out each request with promptness and precision. In this way the right book

can reach the child who wants it and fewer books will be waiting to be read in places where no one will read them.

There may be some difficulty in acquiring the aids to reference work, the indexes and bibliographies that make a speedy and reliable service possible. Some difficulty may be found too in making schools aware of the resources of the collection built up for requests and encouraging them to use it.

Thirdly, provide at each school the necessary reference books for the efficient carrying on of the day-to-day work of the school. As these books are needed permanently at each school, they may be provided by education authorities. If not, librarians should co-operate with teachers in drawing up a list of such books for every type of school and possibly in providing some of them for loan to schools not yet in possession of them.

Lastly, provide trained librarians for technical assistance to schools requiring it. Without such assistance, some schools may not make the widest possible use of the materials they hold.

Every possible means should be used to see that the resources of established services are known to schools. Visits by members of library staff, circulars, lists of books held, notices in official periodicals for teachers, broadcasts, can all be used, but good public relations brought about by willing efficient service with clear objectives will probably be the surest method.

Co-operation with public libraries should be sought at every level to ensure that the resources of both library and school are combined for their most effective use by the children they serve in common.

CHAPTER XIV

JAPANESE SCHOOL LIBRARIES[1]

Before the second world war the school library in Japan was merely a place that provided reference works and extra-curricular books for teachers. Schools which had libraries could then be counted on the fingers of one hand. Since the war, however, the need for school libraries equipped to provide aid to students in carrying out their assignments has been given due recognition, and the number of such libraries is constantly increasing.

SCHOOL LIBRARY LAW

A school library law has been enacted. According to its provisions, school libraries staffed by professional librarians will be set up with some financial help from the government. However, because of present financial conditions, the government's aid is often small, and it must be supplemented by contributions from local groups to which the pupils' parents belong. Moreover it is not always possible to engage professional librarians. However more are now being trained in courses which are being given in most districts of Japan during the summer vacations, at night or on Saturday afternoons.

THE NATIONAL SCHOOL LIBRARY ASSOCIATION

The National School Library Association was organized in 1950 to link together Japanese school libraries. Its headquarters is in Tokyo. The association carries out the following activities: issues *School Library*, a monthly periodical; selects and recommends current books for school libraries (the selection is made twice a month by 40 teachers in primary, junior high and senior high schools; the lists are published in *School Library*); compiles an

1. Based on a paper prepared by the Japan Library Association.

annual 'standard' catalogue of books for school libraries; arranges lectures, exhibitions, etc., and conducts research on library techniques and reading problems and organizes exhibitions in connexion with a reading competition carried out for the first time in 1955.

Local associations of school libraries affiliated with the national association, have been organized in various parts of Japan. They have been useful in helping teachers learn about the organization and operation of school libraries.

PRESENT STATUS OF SCHOOL LIBRARIES [1]

Number of Schools having School Libraries

Type of school	*Number*	*Having libraries*	*Percentage*
Primary	26 590	15 950	60
Junior high	12 985	9 126	70.3
Senior high	4 949	3 694	74.7

Some schools are well equipped but the number is very small. In most the library occupies one or two classrooms or the corner of an auditorium or a corridor.

Average Number of Books held by School Libraries

Type of school	*Average number of books per school*	*Average number of books per pupil*
Primary	657	1.5
Junior high	982	2.3
Senior high	2 550	6.4

Shelving

Type of school	*Open shelf system* %	*Closed shelf system* %
Primary	59.9	40.1
Junior high	64.9	35.1
Senior high	57.4	42.6

Loan Policy

Type of school	*Lends for home use* %	*Permits use in school only* %
Primary	41.3	58.7
Junior high	75.9	24.1
Senior high	88.2	11.8

1. Statistics published 15 October 1954 by the Education Department, Government of Japan

Number of books in schools for the blind and dumb

Type of school	*Average number of books per school*	*Average number of books per pupil*
Schools for the blind	769.1	3.4
Schools for the dumb	461.1	1.7

Rapid development can be expected because schools for the blind and the dumb are to be made compulsory.

STANDARDS

The following school library standards were formulated in 1953 [1].

Principles. School libraries are an indispensable part of school education. The three fundamental elements of school libraries are staff, materials and building or rooms. The establishment of school libraries is the responsibility of educational committees.

Functions. School libraries must be effective in offering materials needed by pupils and teachers, in contributing to the development of the curriculum and in promoting cultural interests. They should help students get into the habit of using libraries for social and personal development.

Personnel. Schools with fewer than 450 pupils require one teacher-librarian half-time; with more than 450 pupils, one full-time teacher-librarian. Schools with fewer than 450 pupils require one full-time assistant; with more than 450 persons, two full-time assistants. Three full-time staff members are needed if the school has more than 1,200 pupils. Teachers with library responsibilities must receive special training.

School library materials. The following should be included: books, magazines, newspapers, pamphlets, leaflets, clippings, maps, paintings, post cards, photographs, films, slides, recordings, works of pupils, and other audio-visual materials.

Selection should be made by reference to a suitable catalogue. Number of books per juvenile student should be five with an annual increase of 0.5 books. Schools with more than 901 students require about 15 magazines in elementary schools, 20 in junior high schools and 30 in senior high schools. Schools with fewer than 900 students require about 10 magazines in elementary schools, 15 in junior high schools and 20 in senior high schools.

1. This information is presented in abbreviated form.

Arrangement of school library materials. Classification according to NDC (Nippon Decimal Classification). Cataloguing according to NCR (Nippon Cataloguing Rules). A shelf list will be made for office use. Subject, title and author catalogues will be provided for readers.

Buildings and equipment. Libraries may be set up in school buildings. Separate buildings are not necessary. The area of a reading room should be large enough to accommodate 10 pupils. There should be meeting rooms in addition to reading rooms. The following equipment should be included: delivery desk, office desks, work tables, magazine shelves, newspaper shelves, exhibition shelves, exhibition cases, card cases, vertical files, bookshelves and tables and chairs for readers.

Administration. Books will be on open shelves and will be lent for home use. All library materials in the school are to be supervised by the school library. A close relationship will be maintained with other school libraries, public libraries and community centres.

Instruction in use of books and the library. At least 15 hours of such instruction are necessary in every elementary, junior and senior high school.

PART FOUR

APPENDIXES

APPENDIX A

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Mr. Ahmed Husain, Librarian, Central Public Library, Dacca, East Pakistan.
Mr. Nur Elahi, Librarian, Punjab Public Library, Lahore.
Mr. Farhat Ullah Beg, Librarian, Khairpur Public Library, Khairpur Mir's.

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Mr. R. S. Goyal, Head, Processing Department.
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Mr. O. P. Trikha, Head, Extension Department.
Mr. O. P. Gupta, Acting Head, Lending Department.
Mr. P. K. Mukerjee, Seminar Liaison Assistant.

APPENDIX B

STATE OF PUBLIC LIBRARY DEVELOPMENT IN ASIA

The information given here was takan from national reports submitted by seminar members and other documents and publications available at Unesco. Sources are indicated in each case.

The reader should bear in mind that there is a lack of uniformity in public library statistics from country to country. Sometimes 'public library' means a system consisting of a number of units. At other times the term is used to mean a single service point, which may perhaps have only a few hundred volumes. Or again, it may be a sizeable institution of several hundred thousand books. Supplementary information with regard to annual budget, number of members, size of collection, circulation, and so on provide a more accurate idea of what is meant; however full information is unfortunately not always available.

AFGHANISTAN

Estimated population: 12,000,000.

Limited public library service is provided by libraries in the Ministry of Education and the Ministry of Information at Kabul, and in some schools.

Source of information. Report submitted to the seminar by Mohammed Akram, Ministry of Education, Kabul.

AUSTRALIA

Estimated population: 8,829,000.

The state public libraries, established in each state capital, serve as copyright deposit libraries for books published in the state and operate lending departments. In 1955, the largest of the six state libraries had a book stock of over 800,000 volumes, and the combined book collections of all six exceeded 2,250,000 volumes.

Every state has passed legislation for the development of public library services, and though there are differences in the acts, each is administered by a library board which is responsible to a Minister.

New South Wales. By 1953-54, 137 councils had adopted the Library Act, and 116 councils with a combined population of 1,766,000 people were operating public library services. State subsidies amounted to £321,450.

Tasmania. Thirty-six of the 49 municipalities have adopted the Act and established libraries. Seven additional libraries have been set up by the Board in State Hydro-Electric Commission areas. Over 50,000 volumes for adults were distributed during 1953-54 and loan collections of children's books totalling 60,473 volumes were distributed to the various municipal libraries throughout the State.

Victoria. Nearly 70 municipalities have now established libraries under the Act, with book collections exceeding half a million volumes and a combined circulation totalling about 3,500,000 books.

Queensland. Thirty-two councils are already conducting library services as a function of local government, and 28 more communities have agreed to do so.

South Australia. In the Reference Department of the Public Library of South Australia, there are about 187,000 volumes of which about 35,000 are lent every year. In 1951-52 the County Lending Service circulated 48,000 volumes to adults and 91,000 to children.

The Institutes Association in 1952 comprised 250 suburban and county libraries with 766,004 volumes.

Western Australia. The Libraries Act was passed in 1951. The Library Board of Western Australia, a Unesco associated project, is responsible for public library development in the region. During the year 1954-55 the board provided 19,000 books for 12 new county libraries which it helped set up. An Adult Education Library of 12,000 volumes serves readers in urban and rural areas.

Commonwealth Territories. Public library services, under the direction of trained librarians, operate in the Northern Territory, Papua and New Guinea.

Sources of information. (a) Report submitted to the seminar by L. C. Key, Deputy Librarian, Commonwealth National Library, Canberra, Australia; (b) Bureau of Census and Statistics, *Official Yearbook of the Commonwealth of Australia*, No. 40, 1954, Canberra, 1954; (c) Library Board of Western Australia, *The Library Service of Western Australia. 3rd Annual Report of the Board,* 1954-55.

BURMA

Estimated population: 19,045,000.

There are no full-fledged public libraries in Rangoon, however small reading rooms are in operation in the capital and in some of the district and township headquarters. A few municipalities have established public libraries. The Municipal Public Library at Moulmein is an example.

The British Council has a library in Rangoon, and there are United States Information Service Libraries in Rangoon and Mandalay.

Source of information. Report submitted to Unesco by Nihar-Ranjan Ray, Cultural Adviser to the Government of the Union of Burma.

CAMBODIA

Estimated population: 3,860,000.

There is one public library in Cambodia. In 1954 this library had a stock of 3,000 volumes and served 960 readers.

Source of information: Data supplied by the Cambodia National Commission for Unesco.

CEYLON

Estimated population: 8,155,000.

Public library development in Ceylon is almost solely in the hands of local authorities: municipalities, urban councils, town councils and village committees, which provide services of widely differing size and usefulness. Book stocks vary from a few hundred volumes in a small library to 30,000 volumes in the Colombo Public Library, the largest public library in the country which has an annual circulation of 137,000 volumes.

In addition, there are over 2,000 small libraries or reading rooms attached to community centres or rural development societies which receive small annual grants from the central government.

A demonstration public library system is being developed at the Unesco-Government of Ceylon Fundamental Education Project in Minneriya.

Sources of information. Reports submitted to the seminar by D. C. G Abeywickrama, Librarian, Colombo Public Library, Colombo, and D. Spencer Hatch, formerly on special assignment with the Unesco-Government of Ceylon Fundamental Education Project, Minneriya, Hingurakgoda.

CHINA (FORMOSA)

Estimated population: 8,261,000.

In operation are a National Central Library with 180,000 volumes and 23 public libraries (provincial, prefectural and municipal). A survey made by the Library Association of China in April 1955, revealed that 16 public libraries held a total of 462,329 volumes. The Provincial Taipeh Library (249,409 volumes) is the largest. It serves about 1,000 readers a day, and its annual circulation tops 300,000 volumes. This library organizes concerts of recordings, film showings, exhibits and language classes. A bookmobile equipped with a film projector circulates 38,000 volumes a year. The largest of the other public libraries are the Provincial Taichung Library (45,709 volumes) the Taipeh Municipal Library (31,858 volumes) and the Taiwan Municipal Library (27,108 volumes).

Source of information. Report submitted to the Seminar by Lan Chien-chang, Head, Processing Division, National Taiwan University Library, and Huang Shih-shu, Editor, National Central Library's Bureau, Taiwan.

CHINA (PEOPLE'S REPUBLIC)

Estimated population: 575,000,000.

Public and workers' libraries, attached to trade union offices and cultural centres, are under the Ministry of Culture. The most important

public library is the Government Library in Peking, containing 2.5 million books. There are 59 provincial libraries, each of which has approximately 150,000 volumes. The Shanghai Library (900,000 volumes) has several branches each of which holds about 20,000 volumes. There are 2,435 travelling People's Clubs. Each has 2,000-10,000 volumes and serves about 200 people a day.

Under the Ministry of Enlightenment there are educational libraries for the 52 million children in elementary and secondary schools and for 35 million peasants in adult education classes.

Source of information. T. Melnikova, 'Library Affairs in the Chinese People's Republic', *Bibliotekar*, Vol. 5, May 1954, pp. 23-9.

INDIA[1]

Estimated population: 372,000,000.

India has 24,086 public library service points with a total of 7,724,000 volumes, an annual circulation of 5,483,688 volumes and 28,401,242 users. The total annual expenditure is 2,967,359 rupees.[2]

The most modern public library in India is the Delhi Public Library, a pilot project established by the Government of India and Unesco in 1951. This Library circulates 1,000 books a day and serves 70,000 people a month.

In Bombay, the government has organized public libraries in three regional centres at Ahmedabad, Poona and Dharwar and in 22 district towns and 299 *taluka* towns. Libraries have also been established in 6,000 villages under the Social Education Scheme.

In 1950, after partition, the Punjab Central Library Committee was formed. District Library Committees were then set up to implement the Central Committee's plans. There is now a Central Secretariat Library at Simla with over 60,000 volumes, and a Central Library is being organized at Chandigarh.

Sources of information. Data provided by the Indian Unesco National Commission and reports submitted to the seminar by T. D. Waknis, Curator of Libraries, Bombay State, Town Hall, Bombay, K. T. Manti, Vice-President, Bombay City Social Education Committee, Bombay, and Balwant Singh Gujrati, Librarian, Government Training College, Jullundur, Punjab.

The most complete statistical data on each of the main public libraries in India can be found in: S. R. Ranganathan, S. Das Gupta, Manganand, *Indian Library Directory*, Delhi, Indian Library Association, 1951 3rd ed., 117 pp.

INDONESIA

Estimated population: 79,500,000.

See chapter IV, 'The Public Library and the New Literate in Indonesia', by F. Moeljono Hadi.

1. See also Introduction: Inaugural address by Maulana Abul Kadam Azad.
2. Approximately £222,571 sterling.

JAPAN

Estimated population: 86,700,000.

The following statistics compiled by the Japanese Library Association show the present state of public libraries in Japan: 1 government library with 4,325,030 volumes; 106 prefecture libraries with 4,401,000 volumes; 310 city libraries with 5,178,000 volumes; 280 town and village libraries with 750,000 volumes; 57 private libraries with 1,432,000 volumes. Total: 754 public libraries holding 16,086,030 volumes, with a staff of 3,925 people.

The government library, the National Diet Library, consists of one main library and 30 branch libraries. Strictly speaking, these are not public libraries, but rather research libraries. However, the Main Library, and the Ueno Library, the largest of its branches, give limited public library service.

Sources of information. Data provided by the Japanese National Commission for Unesco and a report submitted to the seminar by Yuzo Minami, Librarian, Tennoji Branch, Osaka Prefectural Library.

KOREA (SOUTH)

Estimated population: 21,376,000.

There has been little public library development since the Korean war. At present there are nine public libraries, including the National Library, with a total of approximately 476,000 volumes. In 1954 the National Library served 280,642 readers of which 30,304 were children.

Source of information. Report submitted to Unesco by Chae Chang Koh, Unesco fellow in librarianship, Seoul.

LAOS

Estimated population: 1,260,000.

There are no public libraries in Laos.

Source of information. 'Library Services in South-East Asia', *Unesco Bulletin for Libraries*, Vol. 5, No. 11, November 1951, p. 390.

MALAYA-BRITISH BORNEO GROUP

Estimated population: 5,706,000.

Singapore. The only public library in Singapore is the Raffles Library, a subscription library, which consists of a large central library and three small branches. Most of the operating expenses of the library (estimated at Malayan $157,000[1] for 1955) are paid by the Government of Singapore. The stock totalling about 80,000 volumes, is almost entirely in English; however books in Malay, Tamil and Chinese are to be provided in the future. A new Central Library is to be built, beginning

1. £18,503 sterling.

in 1956, and a system of libraries will be organized for the colony as a whole.

Malaya. There is only one sizeable library in the Federation—the Book Club Library at Kuala Lumpur which has 100,000 books. There are two towns (Penang and Ipoh) which have libraries with 10,000 or more books. The United States Information Service or the British Council maintains a library in each of these towns. The Butterworth Free Library (5,000 volumes) at St. Mark's School, near Penang, provides public and school library services for 1,400 members.

Other towns have subscription libraries varying in size from 8,000 volumes at the Henry Gurney Memorial Library, Malacca, down to a few hundred books in other places. The collections contain mostly English publications. However, books in vernacular languages are available in three or four town libraries. No library service exists in the rural areas, except through membership to a subscription library in a town.

A recent development is the formation of libraries of about 1,000 Chinese books in 49 villages. These libraries are managed and maintained by the local people themselves, although the initial stocks are provided by the Asia Foundation working through the Malayan Public Library Association.

Brunei. A public library is about to be opened at Kuala Belait.

North Bornec. Free libraries exist at Jesselton and Sandakan with smaller libraries at three out-stations, supplied by book boxes. This service is organized and maintained by the Information Office at Jesselton. The total number of books available is 4,000, and all are in English.

Sarawak. The British Council provides a lending library at Kuching, known as the Sarawak Library. A sub-unit of the lending library operates at Sibu, and a book-parcel scheme serves out-stations. The Library is partly supported by government aid to the British Council.

Sources of information. Reports submitted to the seminar by L. M. Harrod, Librarian, Raffles Library, Singapore, and C. J. Manuel, Assistant Master, St. Mark's School, Butterworth.

NEPAL

Estimated population: 7,000,000.

Three government libraries give limited public library service: the Central Secretariat Library (1,000 volumes), the Bir Library (15,000 volumes) and the Tri-Chandra College Library (7,000 volumes). The British Council and United States Information Service also operate libraries in Kathmandu.

Sources of information. Reports submitted to the seminar by Rama Man Joshi, Librarian, Central Secretariat Library, Kathmandu, and P. P. Amatya, Librarian, Tri-Chandra College Library, Lalitpur.

NEW ZEALAND

Estimated population: 2,047,000.

The National Library Service, established in 1945, has four divisions:

County Library Service, School Library Service, National Library Service and the Library School. The County Library Service, under control of the Minister of Education, assists library authorities in country districts and towns. The number of libraries receiving books on 31 March 1952 was as follows: free libraries, 95; subscription libraries, 708; groups, 50; Ministry of Works, State Hydro-Electric and New Zealand Forest Service camps, 49; welfare institutions, 58; lighthouse staff receiving a library service numbered 108. Seven specially equipped vans, each carrying 1,600-2,000 books, covering a wide range, travel over the whole territory so that both free and subscription libraries can make their own exchanges every four months.

Source of information. New Zealand, Census and Statistics Office, *The New Zealand Official Year Book, 1953*, Wellington, 1953.

PAKISTAN

Estimated population: 76,000,000.

The chief public libraries in Pakistan are the Punjab Public Library, Lahore, with 125,000 volumes, financed by the Punjab Government, the Lahore Corporation and District Boards; the Dyal Singh Public Library, Lahore, with over 20,000 volumes, maintained by a Trust; the Sandeman Library, Quetta, with a collection of 16,500 volumes, financed by the Quetta Municipality; the Frere Hall Public Library, Karachi, a subscription library with over 20,000 volumes; the Khali Dina Hall Public Library, Karachi, with approximately 10,000 volumes; and the General Public Library, Sukkar, with 11,000 volumes.

Sources of information. Reports submitted to the seminar by A. Rahim Khan, Librarian, Punjab University Library, Lahore; Nur Elahi, Librarian, Punjab Public Library, Lahore; Farhat Ullah Beg, Librarian, Khairpur Public Library, Khairpur Mir's.

PHILIPPINES

Estimated population: 21,039,000.

The public library movement in the Philippines is over 50 years old. There are four independent agencies rendering free public library services—the Bureau of Public Libraries, the Manila City Libraries, the reading centres under the Bureau of Public Schools and the United States Information Service libraries. There are 44 provincial and city libraries, 203 municipal libraries, 8 village libraries and 25 library deposit stations under the Bureau of Public Libraries. During the fiscal year that ended in June 1955, the total number of books circulated by the bureau was 1,781,811, and the total number of readers 3,323,773.

Sources of information. Reports submitted to the seminar by S. I. Velasco, Chief, Municipal Libraries Division, Bureau of Public Libraries, Manila, and Laureana Estrella Villanueva, Chief, General Reference Division, Bureau of Public Libraries, Manila.

THAILAND

Estimated population: 19,556,000.

Public libraries in Thailand have a very short history. In 1950, the first public libraries were organized in 17 *changwads* (districts). Now there are 236 library service points operating under the Adult Education Division. Many of these libraries are small reading rooms with about a hundred books, a few periodicals and posters. Forty of the 236 libraries have their own buildings where films are shown and lectures given. Local authorities are responsible for the organization and management of the libraries while financial support, bibliographical and technical aid depend on the Ministry of Education. Nine bookmobiles are in service.

The Library Co-ordinating Committee set up in 1953 to improve public library conditions recommended that libraries in each *changwad* should be co-ordinated on a regional basis, using the *changwad* library as the main library, and the *amphur* libraries as branches. The Chachoengsoa library was chosen as a demonstration library. A part of the Thailand-Unesco Fundamental Education Centre, it has a book box service and a book boat operated by trained students which circulate books among six villages.

Sources of information. Reports submitted to the seminar by Maenmas Chavalit, President, Thailand Library Association, and Jay and Fern Ingersoll, Research and Library Section, Tufec Library, Thailand-Unesco Fundamental Education Centre.

U.S.S.R.

Estimated population: 209,000,000.

At the end of 1953 there were 380,000 libraries in the U.S.S.R. with a total of 1,000 million volumes. Included in this total were 285,000 rural libraries. Public library services are provided by the following kinds of libraries: public State libraries, which include national, provincial, regional and municipal libraries; mass libraries in every region, district, town and village (these include school and children's, soldiers' and agricultural libraries); trade union libraries in factories and clubs; and co-operative movement libraries, e.g. on collective farms. All libraries are financed from the central State funds, subjected to general State planning and controlled by committees for cultural and educational institutions.

The most important of the State public libraries is the Lenin National Library in Moscow; in 1952 it possessed over 15 million volumes and was visited daily by 4,000 people.

The widely scattered population of the U.S.S.R. is served by books by post, book boxes and book vans. There are 65 mobile libraries carrying up to 2,000 books each, equipped with radios. They issue about 16,600 books each per year.

The largest library for children is in the province of Kiev; it had 135,000 volumes in 1949. From its headquarters spreads a network of circulating libraries, which numbered 96 in 1950, to carry books to pioneer camps, children's sanatoria, hospitals and the children's houses as well as to trade and agricultural schools.

Sources of information. 'Library Organization in the Soviet Union', *Unesco Bulletin for Libraries*, Vol. 8, No. 5-6, May-June 1954, pp. 53-5; William Saxorph, 'Libraries in the Soviet Union', *Bogens Verden*, Vol. 35, No 4, July 1, 1953, pp. 181-90; Joan Firth, 'The County Library system in the U.S.S.R.', *Library Association Record*, Vol. 55, July 7, 1955, pp. 216-8.

VIET-NAM

Estimated population: 25,880,000.

In 1954 there were three public libraries in Viet-Nam. They had a total stock of 64,110 volumes, served 91,000 readers and circulated 51,583 volumes during the year.

Source of information. Data supplied by the Viet-Nam National Commission for Unesco.

APPENDIX C

LIBRARY ASSOCIATIONS IN ASIA

Australia

Sir John Morris, President, Library Association of Australia, c/o Public Library of New South Wales, Macquarie Street, Sydney, N.S.W.

Burma

Dr. R. D. Pal, Honorary Secretary, Jubilee Library Association, Toungoo.

China (Formosa)

The President, Library Association of China, c/o Taiwan Provincial Library, 2 Hsiang Yang Street, Taipeh, Taiwan.

China (Peoples' Republic)

Mr. T. L. Yuan, President, Jonghwa Twushugoan Shyehney, c/o National Library of Peiping, Peiping.

India

Mr. B. S. Kesavan, President, Indian Library Association, c/o National Library, Belvedere, Calcutta 27.
The President, Andradesha Library Association, Sarvothama Bhavanam, Batamata, Kistna District.
The President, Baroda Library Association, c/o Central Public Library, Baroda, Bombay.
Mr. M. S. Kotiswaran, President, Hyderabad Library Association, c/o Nizam College, Hyderabad, Deccan.
The President, Madras Library Association, c/o 4 Sami Pillai Street, Triplicani, Madras.
Mr. G. L. Trehan, Secretary, Punjab Library Association, c/o Birla Central Library, Pilani.

Indonesia

Mr. Rustan Sutan Palindih, President, Perhimpunam Ahli Perpustakan Seluruh Indonesia, 9 Taman Kimia, Jakarta.

Japan

Mr. Tokujiro Kanamori, President, Japan Library Association, Ueno Park, Tokyo.

Korea

Mr. Kuen-Young Cho, President, Korean Library Association, Sokong-dong 6, Seoul (Republic of Korea).

Malaya

Mr. L. M. Harrod, President, Malayan Public Library Association, Raffles Library, Stamford Road, Singapore.

Nepal

The President, Nepal Library Association, c/o Tri-Chandra College Library, 529 Nyadhal, Kathmandu.

New Zealand

Mr. G. T. Alley, President, New Zealand Library Association, National Library Service, Private Bag, Wellington.

Pakistan

Mr. Ali, President, Karachi Library Association, c/o S. M. Law College, Karachi.
The President, Punjab Library Association, c/o Punjab Public Library, Lahore.

Philippines

Mr. Severino I. Velasco, President, Philippine Library Association, Bureau of Public Libraries, Manila.

Thailand

Mrs. Maenmas Chavalit, President, Thai Library Association, 168 Sang-mukda Lane, Bangkapi, Bangkok.