CHAPTER - IV

Literature Review
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LITERATURE REVIEW

4.1 Introduction

World literature on school libraries is vast. In the present review we have mainly concentrated on English language materials of recent origin and in particular the context of India and West Bengal. We have also limited the discourses relevant to the foci of our study. They provide information about conditions of school libraries in different countries, both developed and developing, of the world. The literatures are in the shape of books, articles, seminar papers, committee or commission report surveys, reviews and even manifesto. They throw light on the status of school library development in the second half of the twentieth century, particularly during last three decades.

The literature reveals that the condition of school libraries in developing countries have been somewhat similar — no separate building, no separate staff, small collection, inadequate funding and poor services. The picture is more or less same in African countries such as Tanjania, Ghana, Kenya, Nigeria, Zambia and South Africa; countries of West Asia, South Asia and South East Asia and also in Latin American countries. The state of affairs in school libraries of respective countries have been viewed and measures for improvement of services and better funding have been recommended in majority of the items.

Ample literature is available on school library situated in U. K., U. S. A, Canada, Scandinavian countries; Australia, Japan and other developed countries of Europe. A brief survey of the school library trends would be illuminating.

4.2 U.K. Development

Ministry of Education in U.K. had approved regulations pertaining to the administrative responsibilities, technical duties and library services of library staff at teacher's colleges and all types of schools to be effective from first November 1974.\footnote{1} This definitely influenced school library activities afterwards in U.K.
Changes in learning method introduced in 1960s had vast implications for school library and the rapid development of educational technology opened the way for resource based teaching and the establishment of resources centers, with school librarian or teacher librarian with inadequate facilities had encouraged resource sharing. There remained a difference of opinion between the Library Association and School Library Association, as whether chartered librarians or qualified teachers should be in charge of school library. There were new courses available for both teachers and librarians.\[^{2}\]

Deborah Greg and Arthur Jones in two different reports published in 1977 and 1979 reviewed the state of school libraries in the U K which aimed at teachers and other educators. They summarized the history and role of school libraries, sources of materials, loan services for ‘net’ and non ‘net’ books, purchasing arrangements, levels of provision, coordination of resources, library accommodation, staffing, qualification of staff, ancillary and related staff, and the uses of library. They also provided a list of useful addresses.\[^{3,4}\]

A survey conducted in 1979 by the Department of Education and Science on school libraries in U.K. (DES Statistical Bulletin 7/81 Secondary School Library Survey) revealed poor service, unqualified staff, and inadequacy with new purchase and inter-library loans.\[^{5}\]

In the year 1987 Alasdair K. D. Campbell had described the development of U.K. school librarianship before World War II and role of Library Association and School Library Section of Library Association in this respect.\[^{6}\]

The School Library Association (SLA) founded in 1938 had influenced school library development. There was relationship between activities of Library Association and qualification of school librarianship and role of school librarian.\[^{7}\]

In third Esme Green Memorial Lecture, the impact of new Education Reform Act on school libraries and school library services were discussed. The narrowing of curriculum had implications for future stocks and services and financial section of the Act ensured that decision on staffing, and budget allocation rested with heads, parents and others. Libraries had to seek ways to try and make the Act work for them, not against them.\[^{8}\]
The advent of local authority management of schools in U.K. had implications for functioning of school library services. The local authority might have to recover service costs from schools.\[9\]

Research carried out for the British Library by Department of Information and Library Studies at Loughborough University was published in 1993 as ‘School Libraries at work’. The specific focus was effect of national curriculum on school libraries. Findings revealed heavy use of libraries by teaching staff. Library was integral part of curriculum delivery and advancement of learning. School libraries welcome greater help in stock selection. Active support of head teacher and librarian could be assent in promoting the schools to parents. Librarians were often skilled in marketing technologies.\[10\]

In England and Wales school libraries lacked funding and nationally led policy had failed in 1995. The school libraries were of more concern of local community than national government. While nationally accepted professional standards were important, this would free the schools and school librarians from the tyranny of national norm.\[11\]

A Survey conducted by LISU (Library and Information Statistics Unit, Loughborough University, U.K) covered a period of 01.04.96 to 31.05.97. The survey highlighted a continuing wide variation in providing school library services between authorities. The report also covered public library provision for children again indicating marked differences between authorities.\[12\]

A Survey of library provision belonging to Headmasters and Headmistresses Conference involved questionnaire sent to 236 schools with visits to 4 schools belonging to the survey group. It investigated in depth 6 issues relating to school library access by users, to services and performance. It compared the findings with those of other surveys in both state and independent sectors. Findings were measured against published guidelines to good practice in secondary schools.\[13\]

LISU’s annual survey 2000 presented the findings of the tenth annual LISU survey as it related the school library services. The report covered the period 1st April 1998 – 31st March 1999, the first year following completion of local government reorganization in England. The report concluded that picture was depressing one with expenditure continuing to fall in real terms. An encouraging sign was that percentage of pupils served by school library services was then relatively stable, at 85% for the UK as a whole. Services and the number of librarians working in the schools continued to increase.\[14\]
In April 2000 the U. K. government policy of "Free funding: improving delegations to schools" came into effect throughout England and Wales. Fund previously held centrally in local education authorities for provision of school library service had to be delegated to the individual schools. In summer 2000, a study was undertaken to ascertain how a group of school libraries had been affected. The report provided a synopsis of the findings, an insight into the pressure under which the services were operating with examples of good business practicing.\[15\]

Library and Information Statistics Unit, Loughborough University, UK (LISU) had been conducting surveys of school library services since 1989–90. During that time there had been many changes in the ways in which local authorities were organized, the ways in which schools were funded and in the expectations of staff and students concerning the facilities available in libraries and resource centers. Creaser gave an overview of school library services between 1990–2000 on the basis of these surveys focusing on services available, trends in expenditure, stock and staff.\[16\]

Library and Information Commission, of the British Library took up a Research Project funded by 'Museums Archives and Libraries in Secondary Schools', between August 1999 and February 2001. The study looked at learning in its broadcast services including motivation, progress, independence and interaction. Using focus group discussions with teachers and pupils, interview with librarians it attempted to identify perceptions of how the School Library Resource Centre (SLRC), could contribute to learning. It also made case studies of specific examples of school library resource centre activity to establish whether their perceived impact on learning was taking place, to identify indicators which might be used as evidence of learning and to examine the process of impact of SLRC on learning.\[17\]

F. Thomas in 2001 gathered information from the Head Teacher at Willesden High School, U.K. on how a library was set up at the school with sponsorship from local businessmen. It covered the following – establishing timetable, creating the collection, library management software, professional advice and preparing launch.\[18\]

The 12th research report on statistics of public library service to children and to schools in U.K. concentrating on School Library Service was gathered from data collected by means of questionnaire survey sent to local authorities. The picture that came out for school library service was mixed one, with some areas clearly faring better than others. Investment in new material had been inconsistent, though use remained at high
levels. The degree of variation observed on wide scale raised concern over large term arrangement and strategic planning of services.\cite{19}

C. Creaser described the historical background to the surveys of library services to school and children by the Library and Information Studies Unit of Loughborough University U. K. conducted during 2000-2001. The information details had increased over the years and the response rates were high. The overall picture for school library service was encouraging. Despite many organizational and funding changes, the majority of services, which had survived, appeared to be rising to the challenge of providing support to schools with levels of provision and use maintained.\cite{20}

M. Knowles in 2002 described the Femer Library and Alleyn’s school, London, U.K. and gave ideas on how to achieve best practice in school library focusing on steps taken since 1996 to upgrade the library building, the use made of the library by different departments, the advantage of large, open plan and flexible stages.\cite{21}

4.3 U. S. A.

In U.S.A., at different periods ‘standards’ for school libraries were promulgated. T. N. Mowbray discussed the effect of the ‘1960 Standard for School Library Program,’ the granting of Federal fund on a large scale in 1965 and the ‘1969 Standards for School Media Program’. Mowbray clearly indicated that the school librarians along with the members of the rest of the Educational System must meet standards. Most states require certification. The contingent of 40,000 school librarians in the country form a self respecting and valued profession.\cite{22}

There was a special section on School Libraries / Media Centres in 1975 in New Jersey. In 1975 the new standard was published by American Association of School Libraries and The American Association for Educational Communication and Technology. The most significant change from 1962 standards was the new emphasis in the center and the staff as an integral part of the educational process, along with the focus on users.\cite{23}

The states of U. S. A. were ranked on measures drawn from Information Power, the guidelines for school library media programs by American Library Association, 1988. The data involved collections expenditure and services drawn from a 1985 national surveys of library media center in publicly funded schools. Certain states and regions
emerge as possible models of performance. Figures permit school librarian to compare their own local data to state means in 20 categories.[24]

In 1990 questionnaires were sent out in 182 Bureau of Indian Affairs (B. I. A.) schools in order to profile school library resource personnel and service. Replies were compared to 1985 A. A. S. I. / A. L. A (American Association of School Libraries / American Library Association) standards and a survey of B. I. A. schools was undertaken in 1970-1971 in the area of staffing, size of books, periodicals, audiovisuals, reference and Indian material collections. Concluded that most B. I. A. schools had collections sufficient to their needs but there was lack of library staff.[25]

A national survey was funded by U. S. Department of Education under the 'Library Research of Education and Demonstration Program', to examine the factors that influence the outcome of library resource center challenges at secondary school level. Phase 1 involved the identification of schools that experienced complaints during the school years 1986-87, 1987-88 and 1988-89. Phase 2 included the distribution of a questionnaire to schools through resource center specialists, focusing on the complaint process relating to library resource center materials.[26]

A survey which analyzed high school media center use in one area of North Texas in 1991, was designed to determine the nature and extent of student use of library media centers and to describe the characteristics of users and non-users. The two most important findings were that a small number of students made regular visits to the library media centers and assignments were the single most important influence on use and non-use of Higher Secondary library centers.[27]

P. Yohe said that the Electronic Book shelf and reading motivation / management system formed the core component of reading. He showed the example of J. V. Martin High School in Dalton, South Carolina and explained how technology became the driving force that motivated the students to read and maintain reading habit. At the heart of the strategy were quizzes and incentive programmes.[28]

In May 1997 Texas State Library & Archives Committee adopted a set of standards and guidelines for Texas. The following year a questionnaire survey was carried out to gather information on implementation of standards. The survey questions covered area such as library learning environment, curriculum integration, resource staffing, network access and library programme management.[29]
A set of standard aims and objectives were developed by staff of Federal Height School, Colorado to service guide for activities, staffing and goals of open access school resource center. 

G. Walker established the fact that concept of school library is not obsolete in U.S.A. and a good library is crucial both to well being of school and success of pupils.

Results of a school staffing survey conducted state wise in U.S.A. during 2000 reviewed shortage of school librarians as the schools did not have or could not find qualified applicants. It looked for reasons for librarian shortage and described how some district coped with shortage and reflected on future concern.

School library media center (SLMC) at Lakeland High School, Lakeland, Florida, collaborated with school staff and local bookstore to put together a collection of books. BOOKBUCKS coupons were handed to school staffs to make choice supported by guidelines described by SLMC. This experiment looked at the benefits to involving staff in book selection.

Krause reported on Library Services and Technology Act (LSTA) project funded by Illinois State Library, describing on the Lincoln Middle School's extended library programme, in Illinois, using the Standard Test for Assessment of Reading (STAR) and the Accelerated Reader Program (ARP). The goals of reading were "to increase achievement in reading in a variety of genre, vocabulary and enjoyment of reading." Using tables and text, he comments on the preliminary steps and the monitoring of goals student participation, and success levels and strength and weakness of the program.

D. Johnson in 2000 discussed the importance of standard for school library media programs and looked at the process of development of standards by the Minnesota Educational Media Organization. He described how the program standards might be used, how individual teacher librarians contributed to development of standards for future.

T. De Frange in 2001 presented a brief history of Ohio Educational Library Media Association (OELMA), which came into being in 1976 as a result of consolidation of EMO (the Educational Media Council of Ohio, begun in 1949) and OASL (the Ohio Association of School Librarians began in 1946). Some 27 past OELMA members presented memories and highlights from their terms of service. These reminiscences provided the picture of school libraries of the period.
S. Abshire in Feb 2002 explained how to set about seeking funding for the acquisition or upgrading of technology in school libraries in U. S. A. He discussed group proposal guidelines, looked at reasons for rejection and described effective innovation. [37]

4.4 Africa

Peterson reported on the 6th annual meeting of the International Association of School Librarianship held in Nigeria. Nigeria's library services began in 1920s with Lagos Book Club. Lagos Library was set up in 1932. The importance of the Government's projects in school library planning for Universal Primary Education was discussed. The main subject of the conference, school library and cultural development was treated by representatives from USA, Nigeria, Australia and Denmark. [38]

For a long time there was virtually no school library in Nigeria. With increased school authority support, and with encouragement and influence of expatriate teachers within Nigeria, the school library services begun to develop. Education was high on the government's priority list, but until middle of 1970 school libraries were not (vide also above ref 38). Much work has been carried out by devoted teachers, education officers and librarians. In 1962 the Federal government sought advice on school library development from a UNESCO expert, and later established the Federal Ministry of Education School Library Service, following which they provided substantial grant for school libraries. But there was uneven development in services between the various states. The author devoted a separate section to each state, assessing the situation of libraries at that time and concluding that finance, accommodation, staff and leadership remain problem areas. [39]

The white paper on Nigerian national policy on education acknowledged the library's importance in all levels of education and firmly committed the federal government to providing library services in all educational institutions. The concept of teacher librarian was made a reality, the training specified, and remunerations guaranteed. In response, all those involved in training librarians and teachers where to come together, apportioning responsibilities, examining the relevant questions, and developing appropriate syllabi. [40]

Results of a 1977-78 questionnaire survey on library provision of Zambian secondary schools where 119 schools were contacted and 81 replied. It showed that the average pupil to book ratio was 1:3. 21 libraries did not have purpose built
accommodation; books were obtained from a variety of sources; at least 36 had no
catalogue; 47 used DDC; one third of them did not admit pupils daily; most gave library
use instruction; 57 did regular stocktaking; and there were classroom libraries in 33
schools. The result showed a decline in Zambian school library conditions and lack of
finance, staff and expertise. The Zambian Library Association was called upon to be more
active in this area and to campaign for improvement. [41]

Nyangoni stated that inertia and apathy surrounded school libraries in Zimbabwe.
He felt that Government must provide a structure for an effective national school library
service, a qualified and experienced librarian must be in charge of every school library,
salaries and conditions of service should be in line with other facets of library provision,
student and teacher should receive rudimentary training in the use of books and libraries
and a teacher librarian’s certificate should be offered. He said that as long as school
libraries remain underdeveloped the country’s educational system will be incomplete.[42]

Questionnaires were given to the 17 participants in an in-service training course
for school librarians in Uganda, organized by East African School of Librarianship in
collaboration with the Ministry of Education. Questions related to type of institutions
represented, experience in library work, designation, knowledge of librarianship
technology, qualification, training and various aspects of the collection and its
organization. Results were analyzed and recommendations made.[43]

Norman and Barbara Beswick made a report on school libraries of South Africa
after visiting 42 schools, 8 universities and 6 colleges of education in August 1980. They
said that all schools for each racial possessed a library room (usually with an adjacent
projection room for class use) and full-time teacher-librarian; books and material
provision were average to good; provisional authorities exercised considerable control
over selection and provision: local initiative did not seem to be encouraged; school
libraries were used mainly for formal teaching and drilling.[44]

Akinyi R. Mulaha in “The evolution of school library resource centers in
Kenya” aimed to help the Kenyan educational authorities and others to understand the
value of a school library resource center in the educational process and in the school
program.[45]

“School library provision in Nigeria: case studies of six secondary schools in Oyo,
Ondo, and Ogun states” by Olabisikolapo was a summary of findings on school libraries
into the development of formal education in Nigeria and the relative neglect of school
library provision. The author attempted to establish the factors responsible for the generally poor standard of school library provision and suggested what might be done to improve the status.\(^{(46)}\)

A paper presented at the 1981 Refresher Course for Teachers / Librarians held at University of Nigeria, Naukka, during 5-10 April 1981 discussed the objectives of school libraries, their staffing and their funding. It considered some of the problems encountered in the administration of school libraries in Nigeria and made suggestions for improvement. These included putting school libraries under State Library Board; better financial support; longer training courses for teacher-librarians; making teacher and librarian senior member staff; and the adoption by the Federal Government of minimum standards for school libraries.\(^{(47)}\)

Another paper presented at the same 1981 Refresher Course for Teacher / Librarians discusses some of the local conditions relevant to reading development and role of school libraries in Nigeria. It suggested ways in which Nigerian teacher / librarian could help to promote reading habit by making books accessible, selecting right books and required skills.\(^{(48)}\)

Alema described school library development in Ghana, from the establishment of Ghana Library Board in 1950, which took immediate steps to provide materials for school children. It described the situation of school libraries during 1982. He indicated the problems like lack of library accommodation; outdated and worn-out book stock; funding difficulties; lack of legislative backing. The author of the article felt that success of school library depended largely upon the school librarian and emphasized the need for properly trained library staff through government scholarship and more assistance from public library.\(^{(49)}\)

"The school library in Nigerian education: an analysis of issues and problems" by S. O. Iowa examined the function of school and the school libraries, especially in safeguarding all forms of record about the past as well as the contemporary body of knowledge which the school had to pass on to the next generation. Iowa argued that without good library facility the school could not perform its function properly and suggested some ways in which the Nigerian Library Association could remedy in school library service. He related a good school system to a good library service and suggested the alleged falling educational standards in Nigeria could partly be attributed to the absence of good school libraries.\(^{(50)}\)
Most of the South African schools had accepted the recommended library structure drawn up by the Library's Service Branch of the Department of National Education in Pretoria. This meant the library matters rested with the departments of education in each of the national states. School libraries had been identified as a priority and the national library also assisted with their organization. The stock provision in many school libraries was inadequate and the use of media other than printed books was rare. This made the integration of the library with the teaching program difficult. Although most schools had a teacher librarian, few had adequate library knowledge, in-service training was important.1511

“Dilemma of development: school libraries in Jamaica” by Ruth Casandra Henry is a Ph.D. thesis, which traced the development of library and media service to primary and secondary schools in Jamaica. The thesis assessed the status of library and media services to primary and secondary schools in Jamaica identifying needs and future trends. It examined the administration of library and media service and compared school libraries in Jamaica with those in other developed and developing countries.52

The Kenya Institute of Education (K. I. E.) aimed to establish learning resource centers (L. R. C.s) in teacher’s colleges. Teachers would be prepared for the task of establishing school library resource centers. K. I. E. had then embarked on the training of personnel needed to offer meaningful library services to the lecturers and teacher trainees.53

In 1982 a survey of school libraries in the Copper belt of Jamaica was carried in which it was intended to show the appropriate authorities the inadequacy of library provision and thus actively help to improve the situation. 25 government schools were contacted and 19 returned replies to the questionnaire, which addressed the following aspects of library service: staff / student ratio; physical provision for a library; size of collection; responsibility for running the library; opening hours, use of the library and the collection; sources of reading materials; relationship with local libraries; and school authorities' own comments on their libraries. It made recommendations for improving school library provision.54

In 19-20 March 1984 a seminar was held on the plight of school libraries on the Zambian Copper belt, held at Nodal Campus of University of Zambia in an attempt to improve the performance of school students where the use of books and libraries were emphasized. It outlines the need for professional teachers’ association to convey to the
government the importance of quality of library programme in secondary schools in absence of a clearly defined government policy. In the light of depressed economy, library grants might be levied to each student, which could be used to improve library collection.\textsuperscript{55}

A survey was conducted by the Zambian Library Association (ZLA) in 1973 to assess the school library situation. Another survey was conducted by ZLA in 1982 to alert authorities to the plight of school libraries and to encourage them to take remedial action. The questionnaire survey was designed to obtain the following information: background information, provision of library facilities, size of collection, management, opening hours, library users, the extent of encouragement to use the library, use of library materials, relationships with other local libraries, and the general comments on the situation. Recommended for improvement for each of the following four institutions -- The Ministry of General Education, The District Councils, The School Authorities and ZLA.\textsuperscript{56}

The fourteenth annual conference of the International Association of School Librarianship (IASL) took place in July / August 1985 in Kingston, Jamaica. The conference’s main theme was: library and information: a policy for schools’ national planning. It emphasized legislation for improvement of school library services. Information sources were important for attainment of educational targets: the school was an important system containing both personal and technical information sources. School librarianship training must be improved. School libraries in the third world were hampered by slow development of national literary production after the withdrawal of colonial power.\textsuperscript{57}

Eastern Nigerian School Libraries Association (ENSLA) came into existence in May 1963. Among the important developments which the association had influenced were – the introduction in 1982 of library science as a course of studies in their college education and adoption by the State Board of Association’s recommendation for the full time library assistants to be appointed to the schools. Despite financial problems and the general dearth of suitable local literature for school library collections, the enthusiasms and aspirations of the E.N.S.L.A. had not been damaged.\textsuperscript{58}

J. N. Otike in 1988 in “Collection development in school libraries in Kenya” commented that on the absence of government policy relating to the school libraries in Kenya. He discussed source of funding for collection development, book selection
problems and methods of acquisition. He noted the almost total absence of journals, non-
book media and computer technology attributable to financial constraints.[59]

E. Aduch Adeji in 1990 described the development of school libraries in Nigeria. There was no national development policy for school libraries; the individual states had their own systems. The government paid insufficient attention to the development of school libraries and did not allocate sufficient fund. There was urgent need to improve the situation.[60]

A paper presented at 1989 Annual General Meeting and Conference of Zimbabwe Library Association on “Trends in the development of libraries in Zimbabwe with special reference to education, government and rural libraries” traced the development of secondary school libraries in Zimbabwe since independence, the problems they faced and their role in the National Library and Documentation Service. It stressed the important part played by secondary school libraries in preparing students for study at the university level.[61]

The syllabi of various South African departments of education showed a marked similarity with regard to their recommendation for the use of the library and variety of media as well as opportunities for independent study. It had been found that school libraries in different educational departments were alarmingly unequal though the basic purpose of school library was to support the educational policy of the school. The absence of qualitative and quantitative standards was the cause of the fragmented state of school library service in South Africa and their uneven development.[62]

A paper given at Zimbabwe Library Association's National Conference, held in Bulawayo, reported on the “Forum on development strategies for school libraries in Zimbabwe”, held on 27.10.90 in Harare. The forum noted that for the foreseeable future the government would not be able to provide any staff to new school library or maintain existing ones. The schools should therefore attempt to develop own library through self help projects.[63]

The South African government had produced a document: ‘the Education Renewal Strategy’ (ERS) in an attempt to produce a new education policy for South Africa. The National Education Coordinating Committee (NECC) had initiated a research project into new education policy known as the National Education Policy Investigation (NEPI). It was in this context of the changing terrain of education struggle that library services for the schools were considered. School library provisions under apartheid with
particular reference to KwaZulu schools were also investigated. By reviewing the literature on South African school libraries the author identified two trends for analysis; reformist arguments about school libraries and ‘new’ literature on libraries in support of people’s education.\[64\]

U. S. Umunnakwe outlined Nigerian government’s new education system during 1992 and emphasized the vital role played by school libraries in implementing such a policy. Describing the poor state of and provision for libraries in Nigeria he recommended ways of improving the situation.\[65\]

M. Osei-Bonsu in the year 1990 presented the results of an evaluative study of fifty-eight secondary school libraries in Ghana. They were evaluated in terms of infrastructure, book stock, financial resources, organization and use of facilities and their impact on the teaching learning process. It was found that the performance of secondary school libraries in Ghana was grossly inadequate in meeting the growing needs of education. This state of affairs had come about, firstly, because of lack of money for secondary school library development and secondly, through the poor management of these libraries.\[66\]

Y. Makinta examined the philosophy of Nigerian education with particular reference to primary and secondary school levels. He identified the school library as an instrument for developing reading culture. In addition, he highlighted problems militating against children / youth literature. A library literacy programme at both primary and secondary stages was proposed.\[67\]

4.5 Australia

In Australia there were school libraries, which also served as community (i.e. public) libraries. McDonald visited number of such school / community libraries: Bundeena Community Library in a New South Wales (public library); Boronia High School Library a branch of Melbourne’s Eastern Metropolitan Regional Library Service; and Temple Stow Technical School Community Library, also in Victoria. The visits revealed that these libraries were of more use to students than to public library users. Two projects in planning stages were also outlined. ‘Australian Committee of Inquiry into Public Library’ had reservations concerning this form of joint library services and only way in which such coordination could succeed was for various agencies to define their goals carefully and thoroughly before embarking on its venture.\[68\]
The twentieth Biennial Conference Committee of the Library Association of Australia commissioned articles on libraries in Canberra. A report by Baxter stated that the changes in school library structure in Australian Capital Territory (ACT) at the time had resulted in a new appreciation of the teacher librarian's role in formulation and implementation of curriculum policies and strategies and in selection and maintenance of resources and audio-visual hardware. The features of the ACT school system that affected the school libraries were – the newness of school buildings, geographical compactness of the system, and the presence in Canberra of a variety of other libraries and library schools.\[69]\n
The history of school libraries in Australia from the beginning of European style educational provision in that country until 1888 was traced by L. Clyde: In the 19th century, libraries were developed in many 'sundry' schools (which provided general education for children and young adults prior to 1830) and in the parochial, primary, post primary and independent secondary schools. Library collections were briefly described with comments on their organization.\[70]\n
The South Australian school community library development began in 1977 and had been recognized as successful, despite the failure of similar schemes in other countries. The impact of school community libraries on the quality of life of the residents in isolated rural communities by analyzing library stocks and services showed the elderly women and children were the groups who used the library most, and the service seemed to benefit those whose library needs had previously been poorly satisfied.\[71]\n
Heckmann described the scenario of school libraries in Australia during 1995. He stated that all Australian schools, apart from a few in the outback, had libraries, which had always been regarded as a facility essential to modern education. Teachers could take one-year part time course to get an additional qualification in librarianship. South Australia was the state with the best developed school library service. A publication at that time on developing information services in Australian schools made recommendations on equipment and standardization. It also stated that librarians must feel the importance of standardization.\[72]\n
4.6 Europe

Anderaa made a comparison between school libraries in Norway and Germany. Problems common to West German and Norwegian school during 1980's were that
teachers had insufficient time to run school libraries, teachers received inadequate librarianship training, it was disputed whether teachers or librarians should run libraries. On the other hand, teachers made insufficient use of library facilities. In Norway all school libraries were built up similarly, in Germany individual libraries were created as models serving as patterns for subsequent library development. Norwegian school libraries emphasized reading experience, especially for younger children, their German counterparts concentrated on study and work techniques for older children. German school library stock contained mainly non-fiction, Norwegian school library stock contained equal amounts of fiction and non-fiction. Norwegians used mainly Dewey Decimal Classification, German used several different types of classification schemes.1735

A lecture given by Holst to the conference of Danish librarians during April 1981 conveyed that since 1979 the school library center in Hanover had provided centralized purchasing, processing and advisory services for the school libraries in its area. The question whether school library should be run by teachers or librarians was disputed. School libraries were particularly important in the reformed grammar schools, where they promoted independent study and cooperation between teachers and pupils; schools were open all day where the library became a communication center catering for leisure as well as academic activities; in vocational schools where they catered for students from all levels of secondary education, they provided special help for foreign students with language problems and developed possibilities for job flexibilities. Clear regulations on co-operation between school and public libraries were needed. [74]

The International Association of School Librarianship (IASL) held its annual conference from 10th – 15th August 1983 in Bad Segeberg. School library experts from 21 countries (mostly European) met. Talks were given concerning the development of school libraries in different countries with emphasis on new technology. The main theme of conference was library as communication center. [75]

The 1983 conference of the International Association of School Librarianship (IASL) was held in Bad Segeberg. Some deliberations showed that while West Germany had a few school libraries and media centers that compared favourably with any others in the world, there were nevertheless not enough of them, stocks and services varied from one area to another and West German school libraries as a whole were facing problems. Other subjects covered included the differences between U. K. and German school libraries, and need for centralized special service for school libraries. Other presentations
suggested for school library lobby, for more interlibrary cooperation among schools, for national school library association and for a new deductive approach to school libraries at international levels.\[76\]

In October 1986 an advanced training conference was held at Gutterloh in Germany to discuss the condition of school libraries affected by educational policy change since 1970s. The policy had recommended the development of a composite media centre in school. The conference expressed that all media in school must be brought into centre, media stock must be catalogued, pupils must be trained in library use, ledger programmes must reflect carefully planned contact with media and schools should produce some of their own media. Advanced training session could assist media dissemination. The promotion of reading could be possible in all schools if teachers and librarians had a creative approach.\[77,78\]

The 12th Annual International Association of School Librarianship Conference 1983 met in August 1983 in Bad Segeberg, West Germany. The theme of the conference was communication. The following papers were presented: School libraries in the Federal Republic of Germany by Andreas Papengeick and Niels Hoebbel; School TV programs in Germany by Wernar Beitze; The role of the curriculum in the development of school libraries by Philomena Hanck; Selecting the best materials for all students by E. W. Barth; Pupils communicate by media, examples of media correspondents by Johannes G. Wiese; How can we achieve real communication in the school libraries by Anette Stannett; Media literacy – a perquisite for communication in the media center by J. E. Schutte; The present situation of school library media centers in South Africa by P. G. J. Overduin; Children and young people – their interests and cultural scene in the Federal Republic of Germany by Birgit Dankert; Between the idea and the reality by Anne Taylor; The story of a story world carnival by Beryl S. Colwell; The promotion of books and reading in Australian secondary school libraries; by Deane Hardwick Stimulating reading by school programs by Malte Dahrendorf; The potential role of the school libraries as a center for communication and culture among scattered populations by Sigrun Klara Hannesdotter; Promoting the school libraries as a center of communication by K.M. Mungo; Library is a place of relaxation by Mieko Nagokura; School libraries situation in Sierra Leone by Joe Ben Nuni.\[79\]
4.7 India

G. L. Trehan while describing the conditions of school libraries in India mentioned that the 1st All India Library Conference took place in Kolkata in 1933 where J. Leih Wilson, an eminent British Indian had described the importance of school libraries. Trehan also noted that it was unfortunate that the school libraries of India were not functioning properly where the students had less access and the teachers had less involvement except a few public school libraries, which had trained librarian and sufficient collection.\(^80\)

Virendra Jain stated the importance of library in school in the article "Survey of book-selection and acquisition work in school libraries in Delhi." He described the existing mode of book selection and acquisition in school libraries in Delhi during 1968-1971. He suggested suitable remedial measures to improve the situation with a view to provide efficient library services in schools.\(^81\)

Delhi was the first state to sanction the post of school librarian in 1961 for high schools under its jurisdiction. A Seminar organized by Delhi Library Association in 1970 on ‘School Libraries in Delhi’ made recommendation that the staff strength of the school library should consist librarian, junior librarian, clerk / typist and one library attendant. But the ‘Directorate of Education’ had agreed only to create the position of one library attendant in schools having enrolment of thousand students or so. According to an adhoc survey conducted in 1964-65 there had been no set policy for purchase of books and other materials and funds for purchase of books etc was irregular. This had not improved even in 1974-75. Book Bank scheme was introduced in 1969 to help the poor students. Even in the new school buildings, no arrangements were there for separate library room with stacks. The author stressed that sufficient fund should be provided, above-mentioned staff strength should be maintained, library period should be introduced and district and zonal libraries should be established for schools in Delhi.\(^82\)

M. Bavakutty highlighted the importance of school libraries in the context of school education. He described the structure of school library and its organization for achieving high degree of efficiency in library service. He analyzed how the school libraries can get assistance from the teachers. He concluded by remarking about the importance of library publicity and promotion.\(^83\)

P. N. Kaula in an essay expressed the need of library service in full measures to all sections of the society to inculcate reading habit of students. He gave statistical figures
regarding population, educational budgets and facilities available in educational institution. He thought that computers and electronic devices should be introduced at the school level. He commented adversely about shrinking educational budget of Govt. aided schools and said that government must learn lesson from public schools and missionary institutions.\[84\]

Inder Vir Malhan and Urmil Gupta discussed the important role education plays in development of human resources. They stressed the importance of developing reading habits right from childhood to ensure self-education of individuals. They mentioned the essential requirements of resourceful libraries to support the educational system and to promote the habit of self-reading. They examined the role of school libraries in the process of education in Indian schools. They discussed the role of school libraries and needs for their improvement as envisaged by various educational commissions especially by the New Education Policy in India.\[85\]

Jashu Patel and Krishan Kumar stated the goals of school libraries vis-a-vis their conditions. They wrote about National Educational Policy and commented about necessity of school libraries. They also stated that ‘Novodaya Vidyalaya’ set by the Government, two in each state as model school to promote excellence had got libraries. But it was observed (from available records) that 39.88% libraries were not up to the standard and some of them got merely five hundred books. The mode of book selection, collection, and the catalogue and classification system found in the school library were not up to the mark. In 1986 the Director of Education in Delhi issued instructions under Article 42 of Delhi Schools Education Act, 1973, and the Delhi Schools Education Rules, 1973, regarding the maintenance and use of school libraries.\[86\]

4.7.1 West Bengal

Many articles of varied academic level and professional interest on school libraries have been published in Granthagar – the Bengali periodical (monthly) published by the Bengal Library Association (BLA). The periodical hosts articles and various types of information items on school libraries in West Bengal. It also shows how gradually the Government and the boards of school education have realized the importance of school libraries. The result was recommendations for establishing a library in each secondary school and maintaining a library under a trained librarian in each Higher Secondary School.
4.7.1.1 Articles Published in Granthagar

The sixteenth All Bengal Annual Conference on Library and Information Science was held in the year 1976 in Siliguri, West Bengal. The main theme was expansion of library. Various suggestions for school libraries were given. In order to improve reading habits teenage should be encouraged to do research work in different subjects, which should be published in notebooks with index, bibliography etc, library should have varied collection according to age and imagination of the students, the list of text books on various teaching subjects should be kept in the library and proper furniture should be there. [87]

According to Sridamchandra Bera, the head master of Maheshchandra Sarbasarthak Vidyalaya, intelligent students need the aid of school library, as classroom teaching is not enough for them. In order to habituate the students with library civics and to build future citizens school library plays a vital role. For lack of fund proper school libraries could not be maintained but in some schools management was trying to rebuild the school libraries. The author had also given a description of ideal school library. [88]

John Smeaton, the Chief Librarian of British Council Libraries in India, wrote an article regarding school libraries which was translated and published in Granthagar. It dealt with the state of libraries in secondary schools of Great Britain and gave some prescriptions for organizing or developing school libraries. The article also indicated the mode of book selection for the school libraries. It also gave some suggestions regarding the planning and administration of school libraries. [89,90,91]

Another article written by Smeaton regarding books selection in Secondary School libraries said that there should be cooperation between public library and school library and book which are necessary and which have permanent value should be bought and a large number of books which are in the syllabus should be bought. [92]

In the year 1967-68 Vijoyahnath Mukhopadhyay wrote an article which dealt with use of encyclopedia, dictionary and other reference books, open shelf system, index etc. Most school libraries did not have the suitable books and so the books were not properly used. Librarian could inspire the students to read biographies and other books suitable to the prevailing atmosphere, and could transcend reading for pleasure to pleasure for reading. [93]
In the year 1975 Binoy Bhusan Roy wrote an article about school library buildings stating that most school libraries did not have proper buildings. He thought that a school library should be built in a suitable place and it must consist of five parts — reading room, magazine department, seminar room, room for keeping books and room for the librarian. He gave detailed plan-proposal of each. Apart from these rooms it should have auditorium, exhibition room and department for handicrafts. These demands are probably beyond practical requirements of most schools.

In the year 1975 Mohit Kumar Bandopadhyay, in an article, stated that every activity of school should be creative and not mechanical and this could be done with the help of school library. He also wrote about a seminar organized by Institute of Education in Delhi to make school library more active and thought that in West Bengal BLA must conduct survey to find out whether rupees five thousand given by government to five hundred schools for library were spent properly.

In the same year Subodh Mukhopadhyay wrote an article regarding the place of library in school education. He stated that in India libraries were built in schools just to maintain rules with all discarded materials and so they failed to give pleasure of reading to students. He compared the school libraries of England County with district school libraries in West Bengal.

An article by Anadena Raili which was translated and published in Granthagar described the school libraries in U.S.A. She showed that how the public library and the branch libraries were serving the school libraries in Missouri and Kansas where students were paid in hourly basis to do library work.

Fadaro had surveyed a few schools in different districts of England to see the condition of school libraries. His view was published in The Library Association Record. This was translated by Gurudas Bandyopadhyay in Granthagar. According to him the condition of school libraries in London, Manchester, Bristol, Hirefordshire Kent Oxfordshire and Nottinghamshire was not bright. In most of the places the school libraries were looked after by the librarians of Children’s Public Library. There was central acquisition and lending system. In the libraries where there were more than 8000 books trained librarians were appointed.

According to Susil Kumar Ghosh library is a place open to all irrespective of class, tribe or religion and school library plays a major part in character building. The
teachers should encourage the students to use the resources of the library and the management should keep the library active.\textsuperscript{[99]}

Sachindranath Chakrabarti felt that in order to inculcate necessity of ideals and values in life there should be library in every village, city and school. He said that the concept of university library was there before eight hundred years when printing machine was not invented. To acquire knowledge one has to go to library and this must start from secondary school level.\textsuperscript{[100]}

Chanchal Kumar Sen had stressed upon the importance of school libraries with the help of the recommendations made by Mudiali Commission. He also discussed about the problems of the school libraries. He commented about the disparity in the salary of the library staff.\textsuperscript{[101]}

According to Priti Mitra, children’s library should be improved as books are expensive and many children could not buy books. The problem in collection was limited budget unlimited want. She recommended books like Junior Encyclopedia, dictionary, biographies, books on religion and science and books necessary for the syllabus.\textsuperscript{[102]}

In 1984 Prabir Dey in an article relating the problems of school library in West Bengal stated that despite many meetings organized to discuss about the problems of school libraries and recommendations of different committees and commissions the state of school libraries was miserable. He felt that every school should have a library under trained librarian and not run by teachers, there should be separate room for library, there should be a library period in routine of each class, the status and pay scale of the librarians should be the same as teachers and the librarian should be a member of academic council.\textsuperscript{[103]}

In 1990 Ram Krishna Saha wrote an editorial about the role of school libraries in development and recreation of students.\textsuperscript{[104]}

The 33rd All Bengal Library Conference took place in 1977 at Hooghly District Library, Chinsurah in West Bengal. The President was Nirmal Kumar Sen and the Secretary was Bimalendu Majumdar. The meeting felt that the main reason for deterioration of education system is lack of proper functioning school library.

It also recommended that in order to get affiliation a secondary or a higher secondary school must have a library under trained librarian, the higher secondary schools must have library assistant also. There should be separate room, separate budget
Asim Kumar Dutta wrote an article about the utility of school library as a stepping stone for the use of college and university library at the later stage of life. He stressed the importance of storybooks and magazines and made some recommendations.

According to Premangsu Basishtha in order to gain popularity the school librarian must try to gain respect of the teachers, must take active part in development of school apart from development of library and must be skilful in handling both text and non-textbooks.

An editorial in *Granthagar* about the role of Government in development of school libraries observed that state of school libraries is miserable in West Bengal due to lack of fund. But the Government was trying to change the scenario. The Government had sanctioned the post of librarian in Higher Secondary schools having two thousand students or more or having seven fifty books or more but the status of the librarian was not at par with the status of the teachers.

An article by Anup Kumar Sarkar in 1980 had pointed out that our education system was not library oriented, the school librarians were not experienced, the qualification determined by the Government inappropriate, the pay structure was not at par with the teachers, the librarian knew nothing about the budget and these defects were to be rectified.

In the 37th All Bengal Library Conference held in Bolpur Town Hall, West Bengal (17th - 19th April 1981). Aditya Kumar Ohdedar was the Secretary. The conference recommended that Higher Secondary Schools and Secondary Schools should have libraries and librarians; there should be cooperation between public libraries and school libraries and mobile libraries; regular grants should be provided to the school libraries considering the number of teachers and students; the school librarian should be a graduate in Library Science and there should be a library attendant.

Ranjit Kumar Mitra in an article suggested model plan of school libraries might be taken from experienced librarians and sent to schools. He opined that to improve school education as a whole children’s literature should be improved; librarian and work education teacher may cooperate to involve students in book binding, card making etc;
bulletin board should be there; librarians must be qualified and must have qualities of teacher and there was necessity of library in fulfilling Dantons’ plan of education.\textsuperscript{[111]}

Asitava Das wrote an article in the year 1996 relating the problems of the school libraries. He pointed out that in spite of Government order some school librarians were not getting proper pay scale. He demanded that the school librarians must be placed in school sub-committee; they must get facilities for higher education.\textsuperscript{[112]}

The 38th All Bengal Library Conference was held in Siliguri, West Bengal from 25th - 27th June 1982. The President of the conference Bhabesh Maitra said that the grant for education should be increased so that libraries could be established in all primary schools; sponsored libraries should have mobile department so that they could give books to children with the help of local youths in less cost to improve the reading habits of the children of less privileged class of the society.\textsuperscript{[113]}

The 38th Conference also, recommended that all Higher Secondary Schools should have libraries under trained librarian, all Secondary Schools should have libraries, proper grants should be given for buying books, furniture etc., there should be library period, reading room, library attendant. The librarian must get leave to join library conference, must be a member of Academic Council and must get permission form a library committee. The disparity in salary must be abolished.\textsuperscript{[114]}

Asitava Das wrote an article in 1992 dealing with different aspects of library development and management in West Bengal. In his opinion, library rooms / buildings were constructed simply to get affiliation from the West Bengal Board of Secondary Education and Higher Secondary Council and not to suit the needs of an efficient school library. He highlighted the need for proper lighting, equipment and location free from noise towards the organization of school libraries.\textsuperscript{[115],[116],[117],[118],[119]}

An article written by Shipra Ghosh highlighted the condition of school libraries at Baruipur, a sub divisional town within the Kolkata Metropolitan District. It mentioned the number of books in the school libraries, book lending process, book selection, administration, library service given etc. The miserable condition of school libraries were found after surveying the school libraries situated in that area. The article suggested a few remedies to improve the school library services.\textsuperscript{[120]}

An editorial written by Shyamal Roy Chowdhury on school libraries emphasised on improving the School Library Service in our state for developing reading habits among
the students and making them competent to be worthy citizens of our state, gave a short overview of the situation as obtaining in school libraries in respect of reading space, number of volumes available, physical facilities available, position and status of school librarian etc. Urged upon the authorities to adopt corrective steps to improve the situation, which had become most deplorable.\textsuperscript{121}

Joydip Chandra carried out a survey on use of the library in a single Higher Secondary School in the district of Nadia, West Bengal.\textsuperscript{,} The questionnaire was given to one hundred and thirty two students of which one hundred and twenty three responded. The survey found 90\% students liked to have open access system, 50\% wanted separate library period, 80\% urged the use of computers in libraries, 67\% desired the help of libraries in the preparation of answers to questions for examination and class work.\textsuperscript{122}

Ramakrishna Saha in an article about the shape and form of modern school libraries emphasized the need of modernization of school libraries. In such endeavor certain norms comparable to American and British ones, should be followed such as, he suggested establishment of real functional libraries in Secondary and Higher Secondary Schools of West Bengal, to build adequate book collection, school library service under joint cooperation of teachers and students etc.\textsuperscript{123}

An editorial written about school libraries emphasized the role of school libraries in the development of education as a whole. It identified the problems in respect of infrastructure, finance, service, administration, pay scale of librarian and others. It told us about a seminar on school libraries in which problems of school libraries were discussed, and recommendations were made for correcting the imbalance in the system for optimum utilization of available resources so that school libraries could play desired role in education.\textsuperscript{124}

\texttt{4.7.1.2 Articles Published in other Journals}

An article written in Calcutta University Journal of Information Studies (CUJIS) by Swapna Roy, Deputy Director of Library Services, West Bengal stated the movement for uplift of the status of School Librarian in West Bengal should be associated with the demand for total revision of school curriculum. Without it, all endeavours with respect to library movement so far as school libraries are concerned would be incomplete and thereby damage the status of school librarians.\textsuperscript{125}
Another paper published in the same Journal reported the findings of a survey of 134 schools (84 Higher Secondary and 64 Secondary) in and around Kolkata (Calcutta). Among the 84 Higher Secondary schools 83 (98.88%) had libraries and 64 (76.5%) had librarians. In case of secondary schools 36 (56.25%) had libraries and 11 (17.19%) had librarians. The survey investigated existence and non-existence of catalogues and classification, different types of services rendered by the library, beneficiaries of these services and general management practices. It had been found out that most school authorities considered the library an essential component and the schools without libraries were keen to have a library even from own resources. The paper made some suggestions.\(^{126}\)

We have been able to locate and see few books which are important in the context of school librarianship in India. S.R. Ranganathan wrote a book, based on his experiences, about school libraries. The book is divided into several parts – Part A - Preliminaries, Part B - Why of a school library: lines of approach, Part C - Why of a school library: from the angle of curriculum, Part D - Why of a school library – from the angle of education, Part E - Why of a school library from the angle of process of education.\(^{127}\)

Another book written by G. L. Trehan and I. V. Malhan dealt with different aspects of school library management. They wrote about rules and regulations, collection, finance and ways to make the school library effective instrument of education and about the standards and services.\(^{128}\)
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