Chapter 1

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1.0. **Preamble**

Being an introductory chapter to the Research “Public Library Services for Children in Chennai and Kancheepuram Districts: A study, the need, scope and objectives of the study are outlined here. Hypotheses to be proved at the end of the study are also framed.

Public library services for children are a specific service, since it is a special library service. Readers are children and resources are for young people with specially trained personnel ‘Library Teacher’ for services.

They need a separate wing, room, section in public library. Children should be cultivated with reading habits. Practice makes children perfect. It is the duty of the library staff to motivate children to become members of the public library. Then they will get life long, perpetual, self-education.

Children resources are varied. From words, pictures and tales, stories, adventures etc., are necessary for their intellectual growth. Book selection should be judicious. Environments like lighting, ventilation, gardening, and comfortable furniture for longer period study are to be provided. Story Hours, Readers circle and Mobile van etc. are also required as extension services.

Classification and cataloguing should be simple and easy to understand by children. Children’s librarian/Library Teacher should be specially trained for this purpose only. They should love books and love children.
1.1 Public Library

In general, the Public Library is considered people’s university. Many states of India have free services in public libraries. Public library can be defined as library of the people, by the people and for the people.

Public library is social institution it plays a vital role in defending cultural heritage of the people. It preserves human culture and civilization found in books and periodicals.

Public library enable people to spend their time on systematic learning that induces their thinking power a new information product. Thus the community is developed by reading books on stories, poems, essays, drams, speech and science and technology.

Library is one the services institutions in the nation it is one the developing countries that involves on wisdom. Public libraries provide yeomen services to the society.

1.1.1 Madras public library Act (1948)

The Madras Public Library Act, 1948 came into force from 1st April, 1950. The credit of enacting their First Public Library Act in India goes to the state of Madras and to Dr. S.R.Ranganathan.

The public libraries are playing a vital role in our society. Library legislation and its role are important to ensure the continuous library services to all, free of cost. The library legislation is achieved by the Madras State by establishing network of libraries throughout Tamil Nadu.

Madras Public Libraries Act has to be brought up-to-date by incorporating all the needs of the public.

In spite of several drawbacks the public library services in Tamil Nadu is much satisfactory. However, children’s services need immediate attention.
Baroda Library movement (1910) failed in its continuity of service because of absence of library legislation.

1.2 Child and Its Environment

21st century has rightly been called the ‘children’s age’. Never in the past did children receive so much attention as they are getting now. Until a few centuries ago, the children were regarded as miniature adult and as such were assumed to be like adults in physical and mental make-up.

Breetveld, Jim (1975)\textsuperscript{12} expresses that, “The discovery of childhood as a distinct phase of life occurred a few hundred years ago. Before that the child was almost as soon as he was weaned, regarded as a miniature adult who mingled, played and worked with the adults around him. He competed in games and handled whatever chores he could. Only gradually did parents and society in general, become aware of the special needs of the child. Eventually, the separation of adults and children was encouraged and become a custom. A new family attitude revolving around the welfare and education of the child emerged. Only in recent years has there been widespread concern over the question of the child’s basic rights”.

The child was considered a piece of property, completely without rights, subject to exploitation and neglect by his parents and by his/her community. The idea that a child was a separate entity-someone with his own needs and rights began to evolve around the mid-17\textsuperscript{th} century.

In modern times, children are regarded as individuals different and distinct in make-up from the adults. The belief, that the children are a miniature adults has gradually broken down. Rousseau was the first to put forth the idea before the world that the childhood has ways of seeing, thinking and feeling peculiar to itself. Froebel, Pestalozzi and Herbart furthered this idea considerably and child study along scientific lines began.
Bossard, James (1945) remarked that “the future is the child and therefore, said if society is to control and direct its development, call the process social planning; postwar reconstruction or what you will then the place to begin is with the oncoming generation. The remaking of the world can never hold much point or hope of reasonable success if it is conceived in terms of the immediate present. It is essentially a process of trading in social features. Controlled and directed social movement implies a forward looking philosophy with its eyes and its values on the future. And the future is the child. The child is the hostage which each generation gives to destiny, as a token of its behavior and its hopes”.

The struggle for recognition of a child’s rights is by no means over even in the most developed countries. ‘Children’s liberation’ might well be the next global movement to catch the headlines after the women’s liberation movement has been firmly established in all parts of the world.

This idea has led to the consideration of a very important problem of the creation of a suitable environment for the children, an environment that would help the children in their fullest and all round development. Now we have felt that everything conducive to the development of children is to be done.

Childhood is a universal human experience, so a study about child development is a study about each and every individual as everyone can relate to his or her own childhood phase.

The welfare of children calls for certain basic values in heredity and environment. It is rooted in the family and inability of the family to provide certain advantages, beginning with good breeding and proper nourishment and the care for the mother during the parental months followed by the physical, and emotional nourishment which the infant needs.

As the child grows, the physical, emotional, intellectual, social and spiritual needs require an expanding array of services.
It includes certain provisions by the family and also education, health, recreation and religious and welfare services provided by the Government and Voluntary agencies. In order to have a proper knowledge of the process of development, analysis of the nature of child is of paramount importance.

1.3 Child’s Nature

Before the advent of the so called scientific method the philosophy of education was based upon what commonsense does regarding the nature of the child.

One such belief was that the child was a miniature adult and thus adult standards were imposed on children. Inculcation of adult habits was emphasized in children.

Another view was that a child is essentially sinful by nature. This is the doctrine of innate depravity. It believed in the theory, “Spare the rod and spoil the child” and hence emphasis was laid on excessive discipline and punishment.

As against this, another unscientific view was that the child is good and moral, but he gets corrupted by the world.

According to the modern psychology, education or training should be based on the scientific knowledge of a child’s nature and not on commonsense ideas.

1.4 Law of Development of Child

There are certain principles or laws which govern the development of children. The knowledge of these principles will help both the parent and the teacher a proper development in children.

First of all, development is continuous. Secondly, it is marked by orderly sequence. This sequence is the same for all children.
For example, all children learn to lift the neck first. Similarly there is eye movement first followed by head movement, trunk movement, leg movement, etc. The principles of child developments reveal progress from generalized to more localised and precise behavior. There is a marked transition from diffuse disconnected movements to more specific and precise movements.

As the development proceeds, diffused movements drop out and movements are differentiated. For example, at an early stage, if child is stimulated by pinch of a leg, he or she moves the whole of his or her body and not the leg only. But later on, the child learns to control the leg muscles only and not respond by moving the whole body.

The different aspects of behaviour of a child are to a certain extent correlated. A child who is retarded in physical development may also be retarded in mental, social and emotional development.

Development is conditioned both by heredity and environment factors. By heredity is meant by living organism with its glandular, nervous and anatomical structure. Under environment comes food, nutrition, light social stimulation, etc. Often it is debated whether heredity is more important than environment. But both are equally important.

In fact, development will be impossible without heredity equipment and a favourable environment.

1.5 Social Development of Child

The period of infancy is characterized by an extraordinary rapid growth in body and mind. As the child advances in age there is a development in his physical, mental, emotional and social behaviour. The child’s reaction and gradual adjustment to changing environments are known as Social developments.
Shamsuddin (1971)\textsuperscript{85} quotes that, “A child’s social development passes through various stages”.

First Stage: In the first stage, the child is selfish and egocentric and the social response is intimately bound up with the bodily satisfaction.

Second Stage: Later on, between the age of 2 and 3 years, negativism, resistant behavior and obstinacy attacks are observed in children.

Third Stage: After the age of 3 years, comes the third stage of development when the child becomes social and all the previous behavior gradually fades away. The relationship with others increases and the behavior become more integrated.

Fourth Stage: At the age of 5 years, the desire for companionship becomes more keen. They indulge in dramatic play or personality play. They play the roles of different members of the family. This sort of play initiates a child into social relationship.

There are number of factors which affect social development in children:

(a) The first and foremost is the home, which plays an important factor to build the personality structure of the child. Parent-child relationship also plays an important role in the socialization of child.

(b) Next to home, school is an important factor to build the personality structure of the child on the foundation laid at home.

In citizenship training, character formation and socialization, the school, helps the home. This is done through the subjects of the curriculum, through the organization of play activities, cultural programmes, excursions, camps and other activities organized in schools.

All these offer great scope and opportunities for the social development of children. It can be, thus, said that the home, school and community are the three important categories which must work in co-ordination with each other to bring about a proper social development of children.
UNICEF (United Nation International Children Education Fund)

The UNICEF today provides assistance for services benefiting children and youth in such fields such as health, nutrition, education, social welfare and vocational training.

It also helps the Governments to assess the main needs of children, establish priorities and plan comprehensive programmes to meet them.

WHO (World Health Organisation)

Healthy development of the child is of basic importance; the ability to live harmoniously in a changing total environment is essential to such development. The foregoing is an extract from the Constitution adopted by the WHO in 1946.

That the health of the mothers and children is closely related to the general health of community. And thus, the social, economic and cultural background of the country is acknowledged by the WHO.

A joint worldwide survey on the needs of children by WHO and UNICEF revealed that the growth of children was dependent on such factors as the level of nutrition the control of communicable diseases, mental, health, etc.

ILO (International Labour Organisation)

The (International Labour Organisation) has been the forefront of international efforts to abolish labour. It has set the minimum age standard for admission to work in all sectors of the economy.

Its work has had a persistent influence on national policies and practices.

1.6 Indian scenario

India is a land of children. About 42 per cent of the total populations are children under age of 15 years. There are about 236 million children. The well-being of the country depends on the welfare and development of the child
resources to the maximum advantage, because today’s children will grow into adults of tomorrow.

Today’s children are tomorrow’s adults. In between are the crucial years that mould their personality. What every child needs is the security of home where he or she is accepted and loved by parents, where his / her primary needs are met, wholesome food is given, healthy environment is ensured and also privileged with happy years of schooling which can stimulate or satisfy the needs of his widening mental horizon.

The opportunity for growing through the years of inquisitive childhood and turbulent adolescence with confidence is indispensable for any child. He or She needs to develop self-esteem, correct social habits and absorb the accepted norms and ideals for his true role in the society.

Child welfare services in India were never accepted as an integral part of national development and always considered as an annexes to maternity and child welfare.

The exhaustive report of the child care committee set up in 1955-56 was the only authentic and national document on child welfare services in the country.

**Child Welfare Movement in India**

The concept of child as an individual member of the society is as new idea of the 21st century. This idea has given us a new challenge in the child welfare and education.

**Child Care Committee Report**

The Child Care Committee Report which is the only national movement in the field of child welfare has not been translated into practice in its entirety by the Government so far.

The set-up of National Committee for Child Welfare by Government of India is only a beginning in this respect.
The growing concern is that the child welfare activities will be carried on by numerous voluntary organizations and institutions, even if the Central or State Government do not give any priority to this.

Another important organization is that of Indian Council for Child Welfare and later sprang another organization known as the Central Social Welfare Board. These two laid the ground work for child welfare programme and activities, throughout the country.

**Central Social Welfare Board**

Child welfare received great emphasis among the social welfare schemes in the third plan and a special provision of Rs. 3 crores was made under the plan for developing special schemes for the welfare of children.

Central Social Welfare Board initiated programmes like training of Balasevikas, running of Balwadies, publication of illustrated literature for children, etc.

**Indian Council for Child Welfare**

Indian Council for Child Welfare was established in the year 1948 and is working towards the furthering the child welfare programmes both from National and International angles.

Thus the childhood phase is a very important thing to care about. A child should be understood, analyzed and provided for in his or her own context. The adequate development of a child determines the physical and mental stability in the future as adult. Libraries do play vital role in enhancing the emotional, psychological growth of the child and contributes greatly towards the holistic development.

**1.7 Child Welfare and Libraries**

In addition to the learning that takes place through the activities at home and school, reading books are the other sources that provide healthy and effective environment, to the children.
McColvin, L.R., (1974) described that “Books are essential to children if they are to enjoy their childhood thoroughly and to grow up, able to make full use of their abilities and their opportunities for service and happiness. If they do not establish a right contact with good books, and if this contact is served on their leaving school, the loss which is suffered is grave and may often be irreparable”.

Children need to get an exposure to environment of attractive books from the beginning. Once provided the opportunity brought to love books, they will prove that they are readers passionate about reading.

Children do need to get an environment and guidance in the use of books, which can be best provided through Children’s library.

It is the place where children enjoy adequate access to books suitting to their needs with freedom of choice and under the guidance of children’s librarian, who can understand their requirements.

Libraries for children are necessary for most of the reasons that they are necessary for grown-ups.

Children are voracious readers, and those who read at all often read a great deal. Children will need books as soon as they start learning. Reading will be essential process in learning through books. To inculcate the power of learning, that is, the mental faculties so that they may absorb and co-ordinate facts and ideas they need, good books through which they may gain experience and knowledge.

Long, Harriot G (1953) found through his reading, “deeper significance to life since books bring fresh territories, a different and wider view, the life of the world as it was and as it is now.

Through the pages he or she is presented with a diversity of human experience and comes to respect other ways of thought and living. Books also provide satisfactory materials for the child’s imagination, to grow on.
Millions of children in our country are going to school and learn to read and write. Developing a habit of reading for children through the media to transmit ideas, for conveying information and for giving deep abiding pleasure. It is this service which introduced each child to the “wonderland of books”. As children read, the knowledge of the world fascinates them and they interpret it through their own experiences. Through library service alone, the child is encouraged to use books and libraries as sources of information and pleasure. This service aims at capturing and holding the interest of each till reading becomes a habit that will persist throughout life.

UNESCO (1966)\textsuperscript{95} narrates that, “The enjoyment of a heritage of culture, the development of standards of taste and judgment necessary for a citizen in a democracy, are all helped by library services. Fulfillment of these aims requires the close, active and continued co-operation of home, school and public library”. The books not only teach children facts but enrich their imagination, widen their outlook, develop a fact-finding attitude and train them up to use their leisure hours properly. Thus, it is evident that the social and educational significance of the books for children cannot be underestimated. But it is not possible for parents to arrange for a variety of books. This is possible only if we have children’s libraries with efficient library services.

The impact of a book upon the mind and heart of a child is not measurable in its total effect, and the intangible assets of reading, which is always beyond measurement, are of greater value.

Butler Pierce, (1954)\textsuperscript{14} explains this idea better that, “for a long time now, science has been conferring so many benefits upon humanity that many people have come to look upon science as mankind’s sole possible benefactor. But this inference is wholly unrealistic, for it belies at once both the nature of scientific thought and the character of human experience. In the library itself as in every other field belies at once both the nature of scientific thought and
the character of human experience. In the library itself as in every other field of man’s activity, innumerable intangibles appear that cannot be reduced to objective, quantitative and predictive terms, although they can nevertheless be rationally observed, deserved, classified and evaluated. To cite but one example, the effect of Shakespeare’s genius upon a reader cannot be isolated, measured or anticipated, although it is not less a reality of experience, than the physical book that contains Shakespeare’s writings.”

The library service to children can be provided at the schools and the community centers, in the form of Public Libraries. Thus, library service to children is the selection for and presentation of library materials through a community or institutional library.

The community library is a tax supported public library serving children from pre-school age. The institutional library may be in the elementary school both public and private, in a hospital, orphanage, social service centre, with its materials and services designed to serve only the special needs of the clientele.

The institutional libraries will cater to the needs of the clientele of that particular institution, whereas the children’s wings or children’s section at Public libraries will be open to all the children members of the community.

There would be a little difference in the organization of children’s library at these two places, the one would be of formal nature and the other would be completely informal.

**Objectives**

The objectives of the library, whether it is the part of the school or the public library is to provide an environment of attractive readable books suiting to their needs and taste so that the reading habit is created and particularly deep rooted.

McColvin, L.R (1954) remarks that “the general aim of the library services for children is to ensure that all children shall enjoy adequate access
to books from the day they are first aware of words and pictures until the time comes when normal adult services suit their needs – under conditions which ensure the maximum benefit present and future, and with freedom of choice but with the guidance when it is needed”.

Power, Effie Louis, (1929)75 in her ‘Library Service for Children’s first published in 1929 as a part of library curriculum studies series, towards the culmination of her long distinguished career, defined the immediate purpose of children’s library to be “to provide children with good books supplemented by an inviting library environment and intelligent and sympathetic service and by these means to inspire and cultivate in children love of reading, discriminating taste in literature and judgment and skill in the use of books as tools”.

Noteworthy objectives as given by Long, Harriet G, (1953)50 in her ‘Rich the Treasure’ are:

(a) To make a wide and varied collection of books easily and temptingly available.
(b) To give guidance to children in their choice of books and materials.
(c) To share, extend and cultivate the enjoyment of reading as voluntary individual pursuit.
(d) To encourage lifelong education through the use of public library resources.
(e) To help the child to develop to the full his personal ability and his social understanding.
(f) To serve as a social force in the community together with other agencies concerned with the child’s welfare.

Nature of the Service

There are certain provisions for the nature of the service to make. They are:

(a) Books to be borrowed for home reading.
(b) Books including some similar to those borrowed as above to be read on the library premises with the necessary facilities for reading and also suitable periodicals.

(c) Reference materials – to give answers to questions for those seeking specific information, to help in study and homework, to educate in the use of sources of information.

(d) Trained qualified staff to organize and administer the library to help, guide, encourage and educate the young readers, and to organize all those activities designed to widen the influences of the library.

This will become the complete service.

Public Library service whether for the old or young is distinguished by three features:

(a) Perhaps the most important is its emphasis upon the individual;

(b) The second characteristic of public library service is dependence on voluntary service;

(c) The third characteristic feature is the community relationship of the public library.

The very nature of the library’s materials which are the books emphasizes this characteristic. But in case of communication instruments like film, radio, they are highly depended on audience, or mass appeal.

The reading of a book is a private personal experience. Book may be admitted to the reader’s company or dismissed on the reader’s own volition. One may read the last chapter first, re-read any part that appeals to him or her or that is difficult to understand. Reader may carry it with as a constant companion, or he may put it back on the shelf.

Nature of public library service to children also emphasizes the individuals, for it is used as a home library. It is the home library writ large for the community. There is no objective like mass communication of the public library. It seeks the individual and provides him the book needed.
It is the individual child who matters most. Irrespective of his or her background with progress or lack of progress in school or interests and hobbies, the child is deemed as an individual. He is granted privacy of thought as he reads. He may remain as long as he wishes and read what he likes in an atmosphere of friendly personal interests.

Next characteristic of public library service to children in dependence is on voluntary use. It may be used without compulsion, coercion or reward. It provides the children to establish their own relationship with books and related materials.

For the child the library is often the first public agency which he uses on a voluntary basis and where he enjoys an independent responsibility.

Next characteristic feature is the community – relationship. The public library service to the children finds its own functional place in the lives of the children.

It works with the other agencies and organizations which are like-wise concerned with community well-being. It seeks and finds ways of working with all groups and agencies whose common objective is the welfare of the children.

The essential elements in any adequate public library service are:

(a) Public library service for children must be provided by the community for full and free use by all and at the expense of the community. The Public Library service must afford a full opportunity of access to all useful types of materials, without bias or limitation, for the equal benefit, of all sections of the community, regardless of race, religion and other differences.

(b) The library provision for children is one phase in the library provision for the whole life. There should be provision for children and integral part of library provision for readers, of all ages and
should associate it with adult services, as regards sources of supply, methods, administration and basis of support.

Public library service should reach everybody. To do so, it must afford a variety of convenient service points, convenience and ease of access are even more important for children than for adults.

Adults may be expected and required to take some trouble, to accept some journeying and some delay to secure what they want. But the child needs more immediate service. He must not be required to go far, perhaps through crowded city streets, but must find what he needs to close to hand.

1.8 Buildings and Equipment

A children’s room in a public Library is intended primarily for use by boys and girls between the ages of three and fifteen years. It should also serve a limited number of parents, teachers and others who are concerned with children’s reading interests and habits; hence some adult use of the room must be kept in mind in its planning.

The physical, mental and social characteristics of children are to be considered in planning and equipping a children’s room. These are smallness of stature, physical activity, tendency to act in groups, curiosity and responsiveness to atmosphere and personal suggestion.

The shelving in the children’s room should be low enough for them to reach the books easily; and the chairs, tables, book racks and display cases are adopted to their varying heights and sizes. Because children are by nature physically active, they are to be allowed sufficient open space to move about with ease.

Since little children enjoy being together, and student groups need to work by themselves, the library room which they share in common is to be
divided into sections and its books. This plan satisfies the children and assists in administration.

Curiosity is a normal attribute of children; for this reason a show-case for exhibit of various types which lead to books is to be provided.

The children’s library must above all be a friendly place in which it is easy to feel at home and be natural.

McColvin, L.R., (1961) describes that, “The children’s room must be a place to which it is a pleasure to come, friendly, comfortably bright. I would not say that it should be more attractive than the children’s own homes, but it should be a place where the children feel at home.”

Service with children from perhaps 8 to 15 years of age is an intensely individual one, requiring careful understanding of their psychology and high personal integrity.

So, the essential quality needed is a human relationship created by staff and fellow frequenters. And it is not, of course, only or primarily on the architecture and decoration of the building.

Nevertheless, a well built, well decorated, well furnished and well arranged library, can help enormously to make it a joy to use the library service. And, a badly constructed, forbidding ill-equipped building can effectively keep the children away.

**Location**

First of all, children’s libraries must be within easy reach of the children. They should not be more than a mile away from their homes or their schools. They should be at good local centers, with good bus service and they must not be situated nearby busy main roads with heavy traffic.
Children must be never required to cross dangerous main roads to get to the library. The library should be situated in a well-lit, well used street where there are other well lit, well used premises. In brief, it should be a place to which any child who is old enough to be allowed to go school alone, can go in peace and safety.

**Layout of Children’s Department**

Usually the children’s library will be part of a combined adult children’s branch or main library building.

As a general principle, the children’s library or department should not be disconnected from other department. The more it is an integral part of the general lay out, with easy access to other department, the better.

McColvin, L.R., (1961) suggests that, “Children’s libraries, whether small or large, should provide for certain purposes, common to all which can be combined and arranged in various ways.

These are:

(a) The reading of books etc., on the premises by younger children;
(b) The borrowing of books for home reading by the younger children;
(c) Reading by older children;
(d) Borrowing by older children;
(e) Staff work space (such as for preparation of book stock, storage of books; supplies, etc.);
(f) Cloak room and washing facilities;
(g) Accommodation for Story hours, lectures and other extension activities.”

The separation of younger and older children is desirable. Older children prefer not to mix with a lot of little ones, and the little ones will de
happiest with those of their own age. The younger and the older children have their own different tempo of movement. Moreover, the separation of book-stock into that suitable for younger and older children specially designed furniture should be provided.

Generally, the children should use the same main outside entrance as adults, where the children go when they are inside the building will depend upon the general lay out of the various departments. In a larger library, or one with a limited ground area, the departments may be on more than one floor. The ideal medium-sized or smaller library would have a sufficiently large ground floor to accommodate the reading room, the adult lending department and the children’s library side by side—perhaps with the reference room on the first floor. Such an arrangement will facilitate economical operation and make for easy contact between the departments.

The service desk—to which the leader returns his books and at which he has recorded those he takes away, should be at the entrance to the department. It is usually best for the children’s department to have its own service desk.

In other words, the children’s department should be self-contained unit, separate from though adjacent, to the adult lending library, and with its own staff, one should avoid confusing adults and children; only in the smaller libraries, with very small staff, should one desk be shared. An additional door giving access to the children’s department from inside the adult library just beyond the adult desk, so that at quiet times the children can use the adult desk and then go into their own library; at busy times they will use their own separate entrance and desk.

If at all possible, it is immeasurably preferable to serve the children on the ground floor; stairs are always nuisance and dangerous.
Now let us take the children’s library where everything has to be done in a single room. A straightforward rectangular room is the best, as it permits greater flexibility in the arrangement of furniture.

The young children should be nearest to the entrances, where they will be closest to the staff at the service desk, but out of the way of coming and going of older children. Their reading tables should be at the further end of the young children’s section. The older children’s borrowing section can be put either at the opposite side of the room or near the entrance and the older children’s reading and study tables at the back of all. Allow only about half as much room for the younger as for the older children.

If extension activities are to be undertaken, in the single room much the same except that each section will be separated, for example, a separate room for little children, another for older borrowers, a separate study and reference room, a story telling room or a lecture hall or a little theatre.

**Decorative Features**

The decoration of a children’s library is important, contributing more than anything else to the atmosphere. The children’s library should be gay, but not bizarre. Decorative scheme should be simple. Children come to read or borrow and not to study art. The style of decoration should not be obstructive or juvenile.

The whole tenor of the children’s library should be one in which children may feel at ease. Varieties of interest and colour can be provided by means of curtains, models of aeroplanes and ships, toys, pottery, glass and vases of flowers. The most important decorative features are framed pictures. These should be hung low enough to be seen properly by the young ones and changed from time to time.
Children’s interest in natural history can be encouraged or extended by keeping fish in a glass tank or by having displays of flowers in season. There should be a garden, to bring nature in the children’s library.

Lastly, children’s library should be decorated as a whole Everything should be part of well thought out scheme into which walls, floors, window frames, tables, chairs all fit naturally and easily.

**Furniture**

Light furniture are required for children’s library. The furniture must be sturdy and yet easily handled by children if necessary. They should be attractive, capable of being kept clean and bright and in good repairs.

UNESCO, (1966)\(^6\) narrates that, “Benches are preferred to chairs, the children can wriggle more easily and when it becomes to arranging the seating for a larger audience, we can get more children, on benches than in chairs”.

The chairs must be comfortable, preferably with upholstered seats and back rests.

The number, shape and size of tables used should be determined by the size and needs of the room with reference to the general style of the building.

Tables may be round, rectangular, or oval in shape. The round table lends itself to companionable reading; the rectangular table is best for use of reference books.

All tables should be simple in design, durable and of good weight. All corners and edges of tables should be slightly rounded.

Chairs should follow the design of the corresponding table; chair legs should spread slightly and braces should be set high, away from the children’s heels. When ordering chairs, it is well to add a few more than the number
actually needed for the tables. They prove useful at the catalogue case and by the Children’s Librarian’s desk; any additional ones can be held in reserve for replacements.

Desks

The charging and receiving desk in the children’s library should be usually of sitting height, or approximately 30”. It should be so placed as to enable the desk assistant to face the children as they enter the library, and to turn easily to the room.

Shelving

The book shelves should not have the bottom shelf not less than 15” off the floor and the top shelf not more than 5’ above the floor. Again, shelving has to be of two sizes, for the little children and the older ones. Shelving should be adjustable, not fixed; shelving should be placed around the walls only. Shelving in the middle of the floor, technically known as ‘island stacks’ should be avoided. Book cases should be spaced at large intervals round the walls to break up the knots of children who will gather in front of them. Three of four shelves to a tier will be sufficient.

Shelves must accommodate fairly large number of quite small and thin books for the smallest children and also large books for those and for the oldest ones. The choice of steel or wood for shelving and other furniture is largely a matter of personal taste.

Harrod, L.M., (1969)\textsuperscript{31} gives the advantages and disadvantages of steel and wood furniture, and he further says “The advantages of steel are it does not warp or twist with humidity or age unless it is loaded in excess of the weight. It is impervious to insects and termites.
The disadvantages are (a) the paint on the most carefully prepared and finished steel will slip or knocked, or wear away, (b) it does not give so warm and an impression as wood, (c) it is probably much more expensive than wood. Wood has the following advantages; (a) it has a pleasing texture and gives an impression of ‘warmth’ and richness that is impossible with steel, (b) fabrication is possible in any country using local timbers, (c) it can be purpose made and the almost advantage taken of available space.

The disadvantages are (a) insects can eat into it in tropical countries unless it is tenalized, (b) it will warp unless it is carefully chosen for quality, properly seasoned, and of the right dimensions.”

**Lighting and Ventilation**

Good lighting is essential, Window should be as high as possible, for a window at the top of the wall gives much more light than one of the same size lower down. For this reason, horizontal windows are preferable to perpendicular ones

Roof lighting should never be provided in any building. Overhead sub-light penetration is a disadvantage in any climate and one cannot be certain that number of lights are going to be permanently watertight.

The use of light-reflecting materials such as plastic wall covering or glass tiles is good. They add considerably to the brightness of the interiors of building. Artificial lighting is another matter which has to be given consideration quite early or in the planning of a children’s library. Good diffused general illumination is necessary. The Ideal is plenty of lamps close to a white ceiling from which ample light can be diffused all over the room.

Avoid table lights. In a children’s library, these are not suitable, not only there is a risk of damage and accident, but also table lighting usually
involves some degree of permanent positioning of furniture and in the children’s library it is better to have unfixed, movable, adjustable, easily removable tables.

1.9 Book selection and collection

To select according to Webster is to take by preference from among others; to pick out; to cull. The basic purpose of a children’s library is to help the young reader to increase his / her knowledge and understanding of himself or herself of his fellows. The task of the children’s service in book selection, about which there is widespread agreement, is to decide which of the available books for children are most fit for inclusion in a public library collection.

Children will read only those books which will interest, fascinate and stimulate them. They should be allowed and even encouraged to read, always and progressively a little beyond their capacity.

Gross, H.G., (1963) suggests the following pre-requisites of discriminating selection of books for children,

(a) Logically developed and clearly formulated policies of book selection to guide the selector in her task.

(c) Professionally trained, consistently motivated book selectors with a wide knowledge of books in the collection and the ability both to select new titles and to maintain the established collection wisely.

(d) Effective selection routines for new titles and replacements and reconsideration to facilitate the task of the selector.

(d) Consideration of clienteles needs, interests and abilities.

(e) Co-operation with schools and services and other institutions of the Public Library.
(f) Adjustment to the resources and services provided for children of the community by the other libraries and other departments of the public library, and

(g) Adequate budgets, allotted to the separate agencies within the department according to needs.”

An efficient book selection can make a library of valuable books, a living source collection, and an important factor on which the richness of a library largely depends.

According to McColvin, L.R., (1974) three criteria can be applied in relation to all types of books for all ages of readers. These are substances sincerity and truth.

“By substance, I mean that a book shall have ideas, experience, a real story, definite information, imagery, beauty or any one of these, so long as it is positive, so long as reader, when he has read it, has made a positive contact with ideas or new information or imagination.

By sincerity I mean that the author really wants to say what he says, it in the way that he feels ‘right’. If by substance, I implied that the author had something to say, by sincerity, I mean that in saying it he honesty seeks to convey his message to the particular people he hopes will read it.

As regards truth, there should be a reliable level of truth and reality behind all children’s stories the world as it actually appears to all sorts of people living and working in it. Falsehood should never be offered them in guises of truth.”

Children’s books should create the right standards not only of reality and truth, but also of behavior.
Sayers W.C.B. (1932) in his “A Manual of Children’s Libraries” gives as one of the tabular lists of qualities to be sought in the Children’s books. It is as follows.

“The book as are:

(a) A book must have literary style, or least good English.
(b) It must have wholesome imagination.
(c) It must be true.
(d) It must be law-abiding.
(e) It must have a right sense of wit and humour.

The book as craftsmanship:

(a) It must be on a slightly yellow paper with correct margins.
(b) The type must be large enough.
(c) The illustrations must be good and in correct register.
(d) It must be sown with linen thread through its folds, not with steel wire, and must never be stabbed.
(e) It must be cased in good cloth cover over sound boards.”

**Physical Qualities of Book**

There are three points to consider the physical attributes of books of children:

(a) Attractiveness
(b) Readability
(c) Durability

The book should be good to look at, pleasant to handle. It should not have an odd shape or size. It should have the right size, not too big. It should not be Clumsy or heavy to hold or to carry home, but not small and thin.
Children like to look at pictures. So, illustrated books should be preferred. Illustrations are attractive in themselves.

Good paper is essential. Smooth, shiny, clay coated, so-called ‘art paper’ is undesirable.

A good quality medium thick matt finished, fairly hard tough paper, capable of withstanding much handling and of being folded without breaking, is indispensable.

The type face used must be clear, large enough to be easily readable, and simple and natural in design. Adequate margins of the correct proportions to one another and to the size of the printed pages are desirable. Books should be sewn.

**Responsibility for Selections**

Children’s librarian must take the responsibility of selection of books. He or She has constant by contact with the children visitors and should take special interest in the children. He or She can decide wisely what they will use, what they will enjoy, what will best promote the essential purposes of the service. The other persons who are not working all their time with children should not take this very important factor of book selection.

From previous points, it is clear that, collections of reading materials, that is, books should embody the interests of children.

The success of any library service depends upon the quality and extent of its collections and the use made of them.

The reading materials to be acquired for a children’s library are picture books, folk and fairy tales, stories of real life, new and of 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 etc.

Dictionaries, encyclopedias and atlases and also some general reference books should be there. In addition to these, periodicals, micro-films, maps, atlases recorded words and music, and pictures suitable for children’s collections should also be added.

**Keeping the Collection Attractive**

The stock of the Children’s library must always be kept in good physical condition. A book stock which is not maintained in proper condition will encourage misuse and lack of respect. Most children will take care of a new or clean book and few will take care of a dirty one.

The stock, therefore, must be both clean and attractive. Dirty books are anathema. Books do of course, inevitably get soiled with use and as soon as a book begins to show signs of having been used by quite enough readers, it should be withdrawn. Dirty books will keep away the more fastidious children and children are naturally fastidious. The attractiveness of the stock is important.

To maintain an attractive stock, the publisher’s paper jacket should be kept on the books as long as these look clean and new, but should be discarded the moment they become soiled or torn. Then as soon as the cloth casing shows signs of handling or becomes loose, book should be re-bound if it is worth rebinding. And as soon as the rebound book begins to lose its shape, or to feel the least unpleasant to handle, should be thrown away.

All the books must be cared or bound before being put on the shelves. Never circulate a book in paper covers, or it will be spoiled and unfit for
further use after a very few loans. Establishment of suitable library binderies is an important and early step in Public library development for children.

1.10 Classification

The books in a library must be arranged or as the librarian puts it, must be classified. The library classification is the systematic scheme for the arrangement of books and other materials in a library. The books in a children’s library are no exception.

Every book should have its own proper, exact place on the shelves. This teaches the children the orderliness and shows them that, that is how the books are arranged in Adult Libraries.

It also makes it possible for the child or the librarian, when seeking a specific title to find it at once without hunting around several shelves. It also helps to have together all the books on the same subject and groups of books on related subjects.

The librarian is not always available for consultation and an adequate catalogue of books arranged according to the scheme of book classification enables the children to be more independent of the librarian.

Classification in a children’s library should be very simple. With regard to the classification schemes, there are different kinds the librarian.

In Indian colon classification of Dr. S.R. Ranganathan and Decimal classification of Melvil Dewey are the most used classification schemes. But, these classification schemes suitable for adult use are too complicated and therefore are too difficult to grasp for children.

The adult classification can be sufficiently simplified and reduced to a number of sub-classes and can be given a suitable juvenile heading.
If the Dewey classification is used, three figures in wide classes is quite enough for simple grouping.

The books in children’s libraries can also be shelves 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 work.

Simple headings like ‘To set you thinking’, ‘Travel and adventure’, “Hobbies and crafts’ people’ are indicative of the contents of the books shelved.

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 book and no technique which would create confusion in the mind of the small potential reader should be used.

The following is an example of the system of main interest grouping as given by McColvin, L.R., (1974)\(^5\).

```
X = Picture books
Z = Little children’s books – easy books for those learning to read.
A = Fairy tales – includes folklores.
B = Legends
C = Myths
D = Epic heroes
E = Exploration
F = Famous people – biography and personal narratives
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G = History – to be sub-divided by country

H = Geography and description

K = Natural history – includes Animal life

L = Science – geology, astronomy, chemistry, etc.,

N = Practical Science

O = Things to do

P = Art, architecture

Q = Music, theory, appreciation, etc.,

R = Plays

S = Poetry

W = Standard fiction.

### 1.11 Cataloguing

The library books must be catalogued. It is desirable to have a list of all the books in the children’s library in order to be able to say definitely whether or not a particular book is in stock, to direct a reader to the place on the shelves, where it will be found.

The catalogue should be of the same kind and compiled similarly to the one in the adult library so that the children have no difficulty in understanding the adult catalogues when they transfer to the adult library.

But there should not be too much of catalogues. It makes complication to the children.
A reader can find the answer to the following questions by consulting the catalogue:

(a) What books are published in a particular series?
(b) What books by a particular author are there in the library?
(c) Is there a book with particular title in the library?

There are three well-known forms of catalogue:

(a) Author catalogue
(b) Dictionary catalogue
(c) Classified catalogue.

The author catalogue consists of the author entries arranged in an alphabetical order. It is very simple to make. But it is limited in its value as it gives information only to those who know what authors to look for.

The dictionary catalogue arranges in one alphabet, like the words in a dictionary, entries of authors, titles, subjects and series.

In the classified catalogue, the entries are arranged in the order of the classification, the principle of bringing all books on a subject together and then all subjects in relation to one another.

Simply author and title will be sufficient to enable the children to recognize the books in the catalogue.

Forms of Catalogue

There are two forms of catalogue, which have general acceptance.

(a) Shelf.
(b) Card.

The shelf catalogue consists of number of sheets held in loose leaf binder, called the shelf holder. The Card catalogue consists of separate cards for different entries and can be arranged in any orders which are in a tray.
A shelf catalogue is to be preferred to one on cards for it is much easier for the children to handle. Moreover, they are accustomed to the book form than to a trayful of cards.

1.12 Extension Activities

Extension activities is the name given to cover all kinds of activities carried out inside or outside a library building to further the aims and subject of the library.

McColvin, L.R., (1974)\(^58\) opines that, “By extension work, I mean those activities (in addition to reading and study) which can be conducted in and outside the library to make children more interested in books and in the library – and in things in general.”

The most usual kind of extension activity for children is the story hour.

**Story Hour**

Story telling was one of earliest means of communication. Throughout man’s early development, it was a great medium for sharing experience, for teaching.

Stories are of the stuff of life. Stories are to teach, to learn, to entertain, to enjoy and to inspire.

The purpose of story hour is primarily to interest children in good stories and good literature. It serves several purposes.

According to McColvin, L.R., (1974)\(^59\)

(a) It is primarily an introduction to books and is most usefully directed to young children who are just beginning to read.
(b) Story hours are of particular importance where problems of language have to be overcome.
(c) Story telling will teach the child – though he may be quite unaware of it – a basically important lesson, which is that the reader must always make his own contribution.
(d) Story telling promotes good speech.”

Story telling will not only encourage the children to read well, but also will help them to speak well. Story telling is a good way to introduce a good but difficult book. Story telling also helps to bring the children and the staff close together.

Myths, legend, takes false, stories about animals, things which appeal to the sense of wonder and the sense of humour and that which stimulates the imagination or the spirit of adventure are the most suitable. Stories should not be too long. A good story teller must complete his story within twenty minutes.

If possible, a separate story telling room should be provided.

Stories must be told, not read.

Tooze, Ruth, (1959) suggests few qualities of a good story teller in his story telling.

(a) The story you tell must belong to you. You must like it, you must enjoy it. You must want to tell it.

(b) You must know the story so well that it is part of you. There can be no possibility of forgetting.

(c) You will use all the heritage that is yours for the taking and all the individual rich background you have built for yourself.
(d) You will tell the story simply, directly, sincerely with freedom and ease and good use of your body.
(e) You will trust the medium you use words.
(f) You will develop the instrument. You use your voice, so that it has correct pitch, good timbre and appropriate strength.
(g) You will pace your telling skillfully, changing the tempo and using pauses effectively.
(h) You will have a good rapport with your listeners, so that you can create with them a living experience.”

As the sole purpose of the story time is to inspire the child to read for himself or herself, the books from which stories are taken, must be in the library otherwise the story time will be wasted effort.

The Libraries should put efforts to integrate story hour as part of the library’s programme.

**Other activities**

**Library Club**

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 an adviser.

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, Modeling Clubs, etc.

A club thus formed stimulates the use of concerned literature.
The clubs can be grouped as for boys and for girls through any ways which are appropriate to the age and nativity of the concerned children.

Sharma, C.D, (1967) gives the following types of clubs in his article ‘Library and Community’.

(a) Stamp Collecting and Coin Collecting  
   The primary task is arranging the stamps in geographical order, by continent, sub-continent, country and state etc., and learning about their history and people with the help of reference books.

(b) Photo Collections  
   Helps in learning about the life and work of great people of the country and the world by preparing biographical sketches with the help of reference books.

(c) Dolls Collections  
   Would be much popular among girls. They can learn about culture and customs of the people, of different lands, with the help of books and prepare beautiful dolls

(d) Problem Games  
   Illustration of any building, place or a thing is displayed and the children are invited to name the object and provide information on it with the help of the books.

   In this way, it would be noted how quickly children use books as a tool for finding information.

(e) Book Hunt  
   Introduces an element of competition among the children to learn how books can be used. Children are invited to find out the desired information from the books. This serves as an incentive to learning and use of books. The children who are found making best use of the books should be duly appreciated and rewarded in some way.
(f) Making the Scrap books

Illustration from discarded periodicals and books are cut out and pasted on blank sheets forming the scrap books. The children are required to prepare a short essay or commentary on these illustrations with the help of books available in the library.

(g) Film Show

Film shows are usually popular with children and well attended, when they are held in the library. There must be at least one humorous or other film of popular appeal in the programme. The film shows must be informative and relate to the children’s interests. Films on how books are made, how to use a library, books mobiles, and other documentaries can be made by consulting the librarians who happen to meet children every day.

(h) 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 can contribute to the school programmes. A radio talk may introduce a book by telling how or why it was written, with few stories about the author. Children may take part in these broadcasts and discuss their favorite books or hobbies. The broadcasts can take place in the library itself.

(i) Dramatic Work

One of the best ways to experience literature is to dramatise it. Children will enact a well-loved fable or any story, if the script is easy to memorize 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, the children should not be forced to rote memorization of the dialogue but they should not be bothered.
The little ones, however, make delighted audience 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 a polished one is the aim of dramatic work in Library Club.

**Lectures**

The most obvious way to attract children in large numbers to a library is by organizing interesting lectures. These are called ‘Library Talks’, they should be informed in nature.

The purpose of the library lecture is to inculcate successful reading habits. It is not done primarily to increase the knowledge of the bearers although that results naturally. Lectures, therefore, should be upon subjects which can be continued in books.

Before lectures are decided upon, it must be determined that the library is suitably equipped to give them. If possible, there should be a separate lecture room in the children’s library. While they have the disadvantages of taking children and of the actual children’s departments, it is possible in them to have more adequate equipment.

The children’s librarian cannot be expected to be a lecturer. That is to say, it is not exactly an essential part of library to be one. The kind of lectures to be given depends largely upon who is available to give them. Not everybody can lecture to children or can hold their interests. The common virtues of the good lecturer are simplicity, directness and the power of addressing children as equals. Nothing is too foolish and disastrous on occasion as to talk down to them, as the concepts and ideas should be delivered according to their level of understanding.
1.13 Children’s Librarian

The first essential for an efficient and effective library service is to have an adequate supply of good books. The second is to have a technically competent and otherwise suitable staff to exploit the books and see that they are used to the best advantage.

To quote from Sayer, W.C. B., (1932)\textsuperscript{82}, A Manual of Children’s libraries –

“The whole success or otherwise of a library for children depends ultimately upon the staff who administer it. The choice of a Librarian and the qualifications required, demand careful consideration – what sort of personality and what training?

There is no reason why a man should not be a children’s librarian. Some men have a genius for the handling of children; but experience tells me that they are not to be found in the average library personnel. Nor, I suppose, have men in general the ambition to fill this role, admirable as it undoubtedly is; and even were a man by temper and character ever so well adapted for the work, we have to assume on the whole that this particular branch of the work belongs to women. What sort of women then is required? She must like children, of course, but a mere liking for children is providentially the possession of all normal women; and that qualification itself will not carry us far. Beyond liking there must be interest almost as inspired interest, in their doings, aspirations and general outlook.”

The children’s library which lacks proper staffing would not do any constructive or creative work.

**Personnel Qualification**

The person should have a liking for children. He or she should try to understand them and be interested in them and their activities. Knowing what
children like to read and what children are capable of reading at different ages is also important. He or she should discover all that pertains to children’s interests, to their ways, habits, thoughts and interests. McColvin, L.R., (1974) describes how the qualities of a children’s librarian.

“She must be young in spirit. Youth is not a question of age but of outlook. The good children’s librarian will still be able to see life through the eyes of child when she is due to retire. Some librarians cannot do so even at 20, and these should not be allocated to this work.”

The successful children’s librarian must have a commonsense, which means that she must be able to take things as they are, to do simply what the situation requires, to be tolerant and to be practical. She must be placid and patient.

In short, she should be a good disciplinarian, a good mixer of sound character and having much commonsense.

Long, Harriet G., (1953) quotes that, “To the children’s librarian, the greatest privilege of the profession is to serve as the connecting link between children and books. A generous library carefully selected with the best interests of children in mind, is a necessary part of reading guidance. But an aggression of books is not enough without the mediating influence of the librarian. The child, more so than the adult, needs an understanding person to go into his book world with him and to share, extend and cultivate his pleasure in books and reading. To bring children and books happily together was the guiding principle of those who pioneered in children’s librarianship. To maintain it requires constant and renewed dedication on the part of the present and future children’s librarians.”

It is noteworthy to know the duties of children’s librarians as given by Gross, Elizabeth H., (1959).
“Children’s librarians have sought—

(a) To develop an appreciative understanding of children, their philosophy of life, their needs their interests.
(b) To build wisely chosen and discriminating collection of books.
(c) To recognize the knowledge and skill needed to introduce a child to the right books, and
(d) To bring the pleasures and satisfaction of reading to more and more children’s everywhere.”

The children’s librarian must be a part of the community in which she works. He or she should be in close liaison with other organizations which cater for children and young people. That is the interests should not be limited to children and to the work of the children’s library.

He or she should have an interest in all branches of library work and should consider his or her work with children merely as part, but a very important part of the library’s work as a whole.

**Training**

A person who is to take charge of children’s library should be professionally competent. He or she must know something about literature for children, psychology of children, etc. should know also the planning, equipment, organization and development of the children’s library service in the country. Thus, a trained person is suitable to work as Children’s librarian.

Since one of the main purposes of a children’s library is to create adult library users, the more thoroughly the children’s librarian understands the methods, uses, purposes and scope of the adult departments, the better. He or She would be applying the methodologies and transforming the library environment totally suitable to children. So, everyone who works in a children’s library should have already worked in an Adult library.
Orientation Guiding Instructions

There is little point in providing a suitable building, a stock of appropriate books and a competent staff, unless the children are trained to make the utmost use of the facilities provided. Something to more than letting them wander around on their own is desirable.

To put it in the words of Sayers, W.C.B., (1932)83,

“Of the activities of the children’s librarian, none is more important than that of teaching youngsters the right use of the library. This is done individually almost daily, directions in how to find books, how to use the contents pages, indexes, dictionaries and maps, are so ordinary a part of her duties that their great importance is not likely to be overlooked. Nevertheless, there are right and wrong ways of doing these things, and while I do not claim to know the best ways, a few hints from experience may not be without their value.

Children need to be told about books in the library and how to make the best use of them. Children should be told the way books are made, how they can be damaged by careless handling, how the books in the library are classified and catalogued. Talks regarding these may be provided in the library. The layout of the children’s room, position of reference books, lending library books, etc., may be told.”

Personal Guidance Lists and Displays

To stimulate the reading interests individual guidance by children’s librarian 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 the child. The librarian must know
the child as individual and acquire a retentive memory for each child’s reading tastes. She must respect their personality.

To quote McColvinL.R55,

“As to personal guidance, the golden rule is that it should always be given when sought but seldom preferred unasked. The librarian may say to a child, ‘I think you did enjoy this,’ or ‘why not read that?’, but should say in such a way that the child will feel no embarrassment if she does not take her advice. If one tells a child that he won’t like this or that, a reasoned, logical justification should be given. One should never prohibit a child from taking any book, there will be nothing on the library shelves that could do him harm, and unsuitable, refuseable can be taken as a personal criticism. If it is a thoroughly choice, he should be told but allowed to take the book and learn for himself.”

1.14 Rules and Regulations

Every organization must have rules for its satisfactory running and a library is no exception.

They must:

(a) Define the persons who are entitled to use it;
(b) To lay down the conditions of such usages,
(c) To protect the building and its contents against malicious and accidental damage, and
(d) Prescribe any penalties for non-compliance with the rules.

But all rules should have one objective. It is to ensure that whatever facilities are available, shall be of the maximum benefit to the largest number of readers.
Generally, speaking rules and regulations should be as few as possible to maintain reasonable order and ensure adequate care of books.

The rules of children’s libraries need not be as elaborate as those of an Adult library.

The following is a set of rules suitable for a children’s library as given by Harrod, L.M., (1969)³²

(a) Move about the library rooms noiselessly. Talk quietly. Help to keep the room clean and tidy.

(b) Treat the furniture, the books and the walls of the building carefully, never do anything to them that would spoil or harm them.

(c) Do whatever you are told to do by the children’s librarian, or any other member of the staff at once and without question.

(d) Any child residing in or attending a school may borrow books for home reading on completing the form of application and having it signed by the Head Teacher of the school and also by the parent or guardian.

(e) No book may be taken from the library until the loan has been recorded by the children’s librarian.

(f) Books should be protected from damage by rain when taking them from and to the library.”
Circulation

Admission to Readers

There should be defined criteria for the admission of children. There should not be an age limit, nor should there be unless want of space demands a limitation in the numbers using the department. One can say that the library is for children of school age. It may be interpreted as from as early as a child wants to be read to, until he or she goes exclusively to the adult department of his or her own volition and is never turned away because of being old; nor is excluded because of the required age is not attained.

Registration

Registration is necessary for all members of public wishing to use the library. A child is no exception. A child should be entitled to have a reader’s card or ticket after registration in the library.

Attendance

Taking attendance is necessary in the children’s library, for it invites and encourages the effective advertising and satisfactory service within the library.

There are times when owing to lack of space, books or staff, it is necessary for the library to restrict attendance. For example, in small libraries where children and adults use the same room, it is best to limit the children to daytime hours when adults are not likely to be present.

Library Hours

The rules for opening and closing of the library should be governed by the schedule of local school hours, social and educational conditions in the children’s homes.
It should also be governed by the nature of the social attraction in the neighbourhood, whether or not children work following their school hours, and the quality and hours of library service available in the nearby schools.

**Charging System**

As a rule the charging system used for children’s books should not vary from that used for adult books in the library.

The Browne system is quite simple for operation and ensures quick disposal and hence it should be considered for use with children.

This system necessitates a trio of accessories for books,

(a) Book card,
(b) Book pocket,
(c) Due date slip. Borrowers card should be issued to children, when they register their names in the library.

The system reduces writing by the person in charge of the issue counter to the minimum and hence saves a considerable amount of time. It facilitates renewals, reservations and compilation of various circulation statistics.

**Rules Governing Circulation of Books**

The following rules can be considered for the children regarding circulation of books.

(a) Children under 12 years of age must be guaranteed by their parents and their vouchers of application must be countersigned by parents.
(b) Children over 12 may be permitted to borrow on presenting an application voucher signed by them.
(c) A reader’s ticket should not be interchangeable and must not be used by anyone other than the child named upon it.
(d) Children under 12 may borrow one book at a time. Children over 12 may borrow two books at a time.
(e) Books may be retained for reading for 15 days, including the days of issue and return.
(f) Children must take proper care of the books and must not mark the pages, torn down the leaves or otherwise injure the books.

**Overdue and Overdue Charges**

It is the responsibility of the borrower to return the books when they are due. But in several cases, the borrowers do not return the books in time which seriously affects the circulation of the book.

If Children keeps the book too long, fines should not be levied in Children’s libraries. Fines may prevent books from being returned, but children may be deprived of a service because parents will refuse to pay fine.

The imposition of fine is likely to cause a loss of both books and readers. When fines have mounted up, the child is likely to keep away from the library, hoping that if the book is not returned, he or she may escape punishment.

The sensible course is to investigate the reasons for non-return within the specified time.

**1.15 Co-operation between public library and schools**

School libraries are too small and they have too few resources. Moreover, schools cannot give library service to young people when they leave the school. The transition made from the school library to the Public Library is easier for children 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.

Public Library can render the following types of service to the schools and school libraries.

(a) Lending Publications and audio visual material to schools.
(b) Permitting the use of library premises,
(c) Preparing book lists for schools and book publicity.
(d) Giving training in library methods.
(e) Technical services to children.

**Lending Publication**

School Library may offer services closely connected with school curriculum. For this purpose, it may have the minimum essential stock. The Public Library on the other hand, can cater a varied and extensive literature for children.

When the schools are closed for summer vacation, children who love reading can avoid wasting time with the help of a public library. Public libraries can also arrange story telling for school children. The public library’s service to school teachers deserves special mention for the schools as they can keep only the minimum necessary for teachers, whereas, a Public Library has extensive literature on education.

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

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 class rooms. The children can also ransack old discarded magazines in the Public Library and make good picture collections for their class rooms or their school libraries from them.

**Lists of Books**

The Public Library with its better resources in reading material can prepare lists for the use of school children. 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 vacation. These lists can be prepared by teachers and librarians co-operatively with the teacher contributing his knowledge of book resources.

**Publicity**

Publicity is an accepted part of Public Library work. Library bulletins should be sent periodically to schools. They will give titles of new book arrivals or information on activities which the Public Library organizes for children. Book talks given by a librarian, a school teacher, 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.

**Training**

Public librarians 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. 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.
**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 a broad classification and simple cataloguing. These procedures are carried out better by a librarian than 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 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. 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.

**Services Which a School can render to a Public Library:**

Sometimes a Children’s librarian is overworked and may need relief. Student assistance can help in such situations, and school teachers can encourage children to do part time work in the library, paid or voluntary. The school teacher can also ease the work of a Public Librarian by implementing library habits in school children. The better use of books and sensitiveness to the services of a library can be inculcated in children by the school teacher.

The school can give publicity to communication from the Public Library regarding its activities with children.

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.

**Co-ordination**

Librarians and school teachers 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. Through such measures, school teachers 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.

The kind of co-ordination is made easier if both the libraries and the school system come under Education department. The Education Department can then organize a unified library which will serve the adults as well as children in and out of school.

**1.16 Children’s services in an interactive Age**

According to Fasick, Adele M., (2011)\(^{25}\), in her article “Children’s Services”, India should strive forward to increase its literacy rate. When compared to India, the literacy rates are high is Western and Eastern countries. The children were privileged to access the information resources gradually, and then this brought an important change in the lives of the children.

There are several channels though which the information can be made accessible like, delivering tools to children in the public libraries, at home or
in other locations. The building and the infrastructure happens to be the centre of focus of these services. Reading, an indispensable activity, should be interesting to the children. Reading should motivate the children. The primary task of any librarian who is interested in the welfare of the children would be to inculcate the reading habits in the minds of the young learners. Introducing story hours for children and summer reading programs will play a vital role in motivating the young children to become avid readers.

Offering reference services in the library will make the students to go in search of the books and motivate for going a parallel reading. Collection of resources should be made easy for children up until the elementary education. The strategies for attracting the students towards learning should be updated according to the modern trends. LCD projectors and other electronic gadgets took the place of the picture books and flash cards. E-books and online learning took the place of the narrative books. The availability of Dictionaries and encyclopedias in the digital form made it easy for the children to have access to a huge source of information. Periodicals and magazines are now gradually being replaced by videos and podcasts. Children are more interested in print sources but they are eager to work in computers. Taking into consideration all these developments, careful efforts should be taken to introduce programs and activities that would fit the interests of the modern generation.

1.17 Raja Rammohan Roy Library Foundation (RRRLF)

Some important Assistance are noticed in their RRRLF documents -- RRRLF foundation provides lot of service to the public Libraries and children Libraries in India. For development, RRRLF (1972) society offers financial assistance for the last 42 years from1972 – 2014. Objective of the scheme is to support and promote children’s Libraries all over the country in order to develop reading habits among children.
Financial assistance upto Rs. 10,000/- is sanctioned per year under this scheme to children’s Libraries or to those public Libraries which have children section. Assistance is available for purchase of children reading material, audio-visual material for educational purpose, racks, almirahs and reading tables and chairs for children. Foundation / Society (RRRLF) has been playing a vital role in development of public Libraries in India. It is gearing very much to face the challenges of the information age and to cater to the need of the readers in the twenty first century.

1.18 International Children’s Digital Library (ICDL)

The ICDL is a global digital library. It is for the world’s children. It has its headquarters from Maryland, USA. All users can just to pick up a book to use for pleasure and knowledge.

The vision and mission of ICDL to encourage children to become its members. Tolerance and respect are good cultures. ICDL serve for use by online.

The best features ICDL are as follows:

- More than 40 languages books are available for use.
- The resources is available for children of different age groups like three to five, six to nine, and ten to thirteen.
- For easy retrieval, the books are classified under various categories like short books, medium books, long books, recently added books, award winning books, fairy tales and folk tales, picture books, chapter books, kid characters etc.
- One can search books with different options like Simple Search, Advanced Search, Location Search and Keyword Search.
- One can read book with the help of Standard and Clear Text Readers, Comic Reader, Spiral Reader.
- User can establish his/her own book shelf.

1.19 Children’s University, Gujarat

The scope of Children’s University is to offer holistic education to the modern generation of children, who are gradually departing away from engaging themselves in reading books. The idea of Children’s University had its inception during a workshop attended by eminent scholars across the nation on 9\textsuperscript{th} of June, 2008. The need for a Children’s University is indispensable as the modern generation of children is preoccupied with all other forms of entertainment other than reading books. The excitement and the entertainment which the media offers are luring them into becoming robots leading a mechanical life. They miss out the joy of reading books and gleaning information from them. A child should attain a holistic education. It is a growth which comprises of an all round development physically, mentally and psychologically. Setting up a Children’s University will satisfy the expectation of those who are interested in promoting the reading habits of children by providing a conducive environment for them.

The setting up of Children’s University had its inception in a workshop attended by erudite scholars across the country, in Gujarat on 9\textsuperscript{th} June, 2008. The Hon’ble Chief Minister of Gujarat gave out suggestions to establish the Children’s University. It was resolved that the Children’s University should check the progress of the children who are out of it constantly. The proper study of child’s psychology is indispensable in understanding the behaviors, manners and actions of the child. It was decided that significant efforts should be taken towards studying a child’s psychology beginning with making constructive use of programmes related to child psychology, and thereafter familiarizing themselves with sociology, musicology, art, craft, medicine and other teacher training programmes.
The University is proposed to have several Departments of Research, focusing primarily on prenatal education, toddlers education, kindergarten education, primary education and secondary education, uplifting music, and creativity. The University has special training programmes conducted periodically to help staff equip themselves. Research is the backbone of any educational institution. The Children’s University encourages research to be carried out in a full-fledged manner.

The Task Force, an effective team built exclusively for the smooth functioning of the University has identified some subjects to be dealt with for the benefit of children. They provide insights into the care of the infants, creation of environmental and atmospheric beauty, sustained parenthood education, etc. They also came up with suggestion to create suitable music that would evoke the interests of young children, and also games that would be suitable for children. Games include toy, and learning tools that would stimulate the interests of the children. (The task force also came with a valuable suggestion to explore few topics that would draw the attention of the Centre for Extension Services.) They also planned to focus on the imparting language skills to the children that would contribute to the multilingual development of the children. The suggestions offered were to carefully develop the strategies of teaching diverse languages like Sanskrit, Hindi, English, French, etc. Learning through listening to songs was also an idea that was put forth by the task force. They also planned to develop a module that contains stories to be narrated to children of all ages. Dramas and poems that could provoke the thinking of the children were also a part of the programme. Dramas are an excellent source to make the children learn the art of dialogue, thereby contributing to the growth of their linguistic skills.

Physical education was to be introduced to different stages in order to ensure that children attain a holistic development. The training programmes
for those concerned with the development of children included providing them insights into concepts of an ideal child and parent, study of the psychology and the philosophy of children. All these efforts made a significant contribution towards ensuring that the children who enter the portals of the University will attain a holistic education. The children who came into contact with all the learning components that are available in the Children’s University will feel rejuvenated and their outlook on the world will significantly differ.

The pursuit for learning and discovering things for themselves will improve drastically when they involve themselves in all the activities, and by having a fair exposure to all the books, materials presented to them, the children will grow in health, strength, agility, health of the body, mind and spirit. Eventually, the children would be having the quest for truth and knowledge, carriage, heroism, adventure, enterprise, initiative, enthusiasm and dynamism of active life.