

Assignment Abroad

The following papers describe the experiences of four California librarians during recent foreign assignments. The first three were presented at the meeting of the College, University and Research Libraries Section of the California Library Association, Long Beach, October 15, 1954.

By RAYNARD C. SWANK

Report on the Library of the University of the Philippines

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ON JANUARY 2, 1954, I enplaned at San Francisco and 36 hours later landed at Manila, after circling the bay still cluttered with sunken Japanese warships. Bataan Peninsula and Corregidor lay westward across the bay. At that time Manila was still celebrating the inauguration of President Mag-saysay. Among those who met me at the airport were Gabriel Bernardo, librarian of the University of the Philippines, Lewis Stieg of the University of Southern California, who was on a Fulbright Scholarship there, and Le Vern Cutler, librarian of Stanford's Graduate School of Business Administration. The next day I moved into Cutler's cottage on the new campus of the University of the Philippines and began one of the most rewarding assignments of my career. My job was to assist the University of the Philippines with the rehabilitation of its war-torn library program.

This job was sponsored jointly by the government of the Philippines and the Foreign Operations Administration of the U.S. State Department. The FOA (formerly Mutual Security Agency and Economic Cooperation Administration) offers technical assistance to the less well-developed nations of the world. Its objective is to build the defensive strength, political stability, economic growth, and social progress necessary for the security of the free world. This technical assistance covers many fields, such as public health, agriculture, industry, natural resources, and public utilities. Education is included as a prerequisite to long range economic progress.

The education division of FOA has primary responsibility for raising the standard of education at all levels in the less well-developed nations—primary, secondary, and higher. The program in higher education is focused on such fields as engineering, agriculture, medicine and business, which contribute to the broad economic objectives of the FOA. Excluded are the fine arts, literature, pure science and other fields that are not immediately related to those objectives.

In pursuit of these objectives, the FOA has established missions in many parts of the world, but none is more significant than the mission at Manila. The Philippines have been called the show-window of democracy in Southeast Asia. The United States occupied the Islands at the turn of the century, imported democratic institutions, established schools, and undertook to prepare the Filipinos for self-government after 300 years of Spanish domination. From the beginning, the U.S. promised independence to the Filipinos, and it kept that promise precisely on schedule despite the last war. The Filipinos have appreciated the good faith that the U.S. has shown toward them, and the other nations of the Far East are not altogether unaware of it. Yet these are dark days for democracy in the Far East, and by now we can look only to the Philippines for a convincing demonstration of the democratic way of life—convincing, that is, to the other peoples of Southeast Asia. Therefore it is essential to our interests that the Philippines be enabled to regain the position of leadership that they held before the war. The entire nation was set back a full quarter century by four incredible years of Japanese oc-

cupation and by the swift destruction that accompanied the liberation.

The FOA and the government of the Philippines are therefore sponsoring and financing jointly a multitude of projects designed to support the economy of the Philippines. By and large, these projects take the form of supplying the technical know-how required by the Filipinos to do the job for themselves. Assistance to the University of the Philippines has taken the specific form of contractual relationships between that university and selected American universities, which send teams of faculty experts to develop curricula, improve teaching methods, and stimulate fruitful community relationships. Cornell University has done a magnificent job at the College of Agriculture of the University of the Philippines, and the University of Michigan has built an outstanding Institute of Public Administration for the training of Philippine government officials. Stanford University thus contracted in the summer of 1953 to help the colleges of engineering, education, business administration and the libraries of the University. A team of eight Stanford faculty members spent the entire last academic year at Manila, and another team is on the job again this year. Le Vern Cutler went as a faculty member for the College of Business Administration.

The University of the Philippines is a national university. It is an American-type institution founded shortly after the Spanish-American war. English is the language of instruction. In addition to the liberal arts college, the university contains a number of professional schools, such as law, medicine, agriculture, dentistry, pharmacy and a flourishing conservatory of music. Its enrollment approximates 7,000, about the same as Stanford. Many of its faculty have been trained in the states; there is a constant flow of faculty and students to American colleges and universities. Through the years it has trained a large proportion of the public officials of the Philippines, and many of the faculties of the private colleges of the nation. It has trained educational leaders throughout Southeast Asia. Probably no other institution has had, or continues to have, a comparable opportunity to stimulate the educational progress of that vast segment of the world.

The library of the University of the Philip-

pinas had a normal and promising growth before the war. It was in large measure the creation of Gabriel Bernardo, who became librarian of the University in 1924. Bernardo is now deservedly known as the dean of Philippine librarianship. He is an accomplished scholar, linguist and bibliographer, who was trained in Germany by none other than the distinguished library encyclopedist, Fritz Milkau. Under Bernardo's direction, the library was organized in the best western tradition, and it occupied the first building in the Philippines designed specifically for library use. Bernardo gave the better part of his life to the creation of that library and to the leadership of Philippine librarianship in general. He lived to see his life's work destroyed utterly, yet he still found strength to try again.

The old university campus was located in downtown Manila in the vicinity of the government buildings. The university and government buildings, including the library and the Intramuros, which is the ancient, Spanish walled-city, were the best fortifications available to the Japanese at the time of the liberation. The whole district was leveled by American artillery at point-blank range. The library was reduced to rubble. The only books ever recovered were a couple of thousand charged out to readers at the time of the onslaught. Bernardo saw this destruction. He spent the night of the bombardment in the basement of an adjacent building, and escaped at dawn to meet the American troops only a few blocks from the library steps.

After the liberation Bernardo sought out the surviving members of his staff and started at once to rebuild his program. He came to the U.S. to promote gifts from American libraries. The university built a new campus on the outskirts of Manila—on the Diliman site of General McArthur's headquarters after the war. A new library building was erected. By the time of my arrival remarkable progress had already been made.

The new building, as I found it, was spacious and well designed, but unfinished. It was occupied, but without lights, elevators, floor coverings, permanent furniture, or book shelves. Everything was in a state of roughed-up expediency. But Bernardo already had a book collection, about 150,000 volumes, and that was the first step. The collection had been culled largely from the

gifts of American colleges and universities, the most active contributor having been the University of Michigan. While there was scarcely a complete file of any journal in the entire building, the collections, considering their origin, were nevertheless surprisingly good. Bernardo knew what he was doing. He had a book collection, but if ever the adage were demonstrated that a library is not just a collection of books but a collection organized for use, it was demonstrated here.

In seven years Bernardo had acquired this collection under the most difficult circumstances, and had built and occupied a new building. But with a staff much smaller than he had before the war, he had not yet been able to organize an adequate service. Only 5% of the collection had been centrally cataloged; the rest was merely shelved alphabetically by author or still in packing boxes. The faculty and students, did not understand why the library was still not functioning properly, and accusations of incompetence were sometimes directed towards the library staff. They did not realize that university libraries are not created overnight, that Bernardo could not achieve in seven years what had taken 30 years before the war.

The main library service was certainly inadequate. The various colleges and departments of the university had therefore taken the only course available to them, as they understood the situation. They had set up their own libraries, solicited their own books, and hired clerical assistants to catalog and service the books, independently of the main library. There was no central catalog of the university's book collections, no check on duplication, little coordination of effort. In fact, there was no university-wide library system. For that reason I devoted my attention not to the acquisition of books, which Bernardo had well in hand, but to the organization of a service that would make the existing books available for use. In particular I undertook to persuade the university administration that a strong central library organization was needed and to explain the amount of work and expense that the university must devote to the development of that organization.

Within a week after my arrival on the campus I was drafting a large scale cataloging project—job descriptions, unit costs, and all—

not so much because I expected the project to materialize but because I could think of no better way to spell out for the administration the real nature and magnitude of its library problem. In due course, however, the project did materialize, and after many tribulations it is now in full swing. The university recruited the necessary Filipino staff. The FOA authorized the purchase of half a million Library of Congress catalog cards. Lew Stieg, instead of returning to the U.S. this autumn, stayed as a member of the Stanford team to direct the project. LC cards by scores of thousands are now flowing to Manila by way of Stanford. If all goes well, the University of the Philippines will again have a well-cataloged library within the next two years.

In addition to this cataloging project, I prepared a general survey report that contained recommendations for the long-range development of the library program. As a supplement to that report, I submitted a brief statement of my observations about the problem of a national library for the Philippines.

The Bureau of Public Libraries of the Philippine government once administered a central collection which was known as the national library. This collection, like the university collection, was destroyed during the war. Since the war, the Bureau of Public Libraries has embarked upon an extensive and very successful program of public library extension throughout the Islands—a program with many completely centralized features, such as acquisition and cataloging. It seemed to me that the Bureau should continue to concentrate its efforts on that important work and that the creation of a new national scholarly library should be undertaken by the national university. The government is already committed to the support of a major scholarly collection at the university and ought not dissipate its limited resources on two or more such collections. I proposed that certain national library services be added to the university library program until a general survey of all government-supported library services could be made and a fully coordinated program adopted. Certainly the university has, at the moment, the only library in the Philippines of national scholarly significance, and there is little likelihood that any other agency will arise to challenge that status in the foreseeable future.

There is every promise that Philippine libraries will rapidly recover from the war. As already indicated, substantial progress is being realized on the popular library front. Many special libraries are springing up in business, industrial, and government agencies. Lew Stieg and I attended the inaugural meeting of a new Philippine Special Libraries Association; indeed, Stieg gave the principal address on education for special librarianship. The FOA is providing books in support of various educational programs, including several departments of the university. For example, Stanford is just now completing a contract with FOA to supply extensive collections on curriculum materials to 11 training

institutions in the Philippines. Gifts continue to flow from American academic libraries.

Nevertheless, the Philippines suffered losses that may never be regained. A large part of the archives of the Spanish period are gone, and none of the major collections of Philippiniana survived. At present it appears that the only good collections of Philippiniana are now in the United States. Philippine scholars may have to come here to study their own country. One of the most handsome and considerate favors that this country could show toward the Philippines might be to send back, in either the original form or in reproduction, as complete a set as possible of the extant records of the Philippine culture.

By EVERETT T. MOORE

Teaching in the Japan Library School

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THE JAPAN LIBRARY SCHOOL at Keio University, Tokyo, which was established a little more than a year before the end of the occupation of Japan by the Allied Powers, is still functioning healthily, though the original scheme of the school's program has undergone important changes with the re-establishment of independence in that country. When the second visiting American faculty, of which Mrs. Moore and I were members, finished their term in August, 1953, the school was well into its third year.

It is still pertinent to ask why the library school was established, and how well it has succeeded in its purpose. Why was a completely new school started? Was there no education for librarianship in Japan before this? The question is even asked, whether there are libraries in Japan. Have the American instructors taught in Japanese, and if not, how have they carried on their instruction.

It will be helpful in answering these questions to refer briefly to the beginning of the library school program. Late in 1950, plans

were completed by the Civil Information and Education Section of the occupation government in Tokyo (the office of the Supreme Commander for the Allied Powers), which had worked jointly with the American Library Association, to establish a training course for librarians in Japan. It was to be patterned after educational programs in democratic countries, particularly in the United States. American librarians, including Robert B. Downs, Verner Clapp, Charles H. Brown, and Flora B. Ludington, had studied the problem of developing a strong library service as one of the essential elements in a democratized Japan. They had recommended establishment of a library school offering a practical course of training for prospective librarians and aiming to set new standards of librarianship in all kinds of libraries. It was to be organized and operated during its beginning years by Americans selected by the ALA, under the auspices of the occupation government.

The original faculty, therefore, which arrived in the spring of 1951, went as employees of the United States Army. They were billeted, fed and provided with transportation by the Army.

The director of the new library school was Robert L. Gitler, then director of the University of Washington School of Librarianship. Arriving in Japan in January of 1951, he proceeded to work out plans through the Civil Information and Education Section for the establishment of a library school in a university not yet decided upon. Working through the ALA, he recruited four visiting faculty members and a librarian for an initial term of 18 months.

On the bases of ability and readiness to fit such a novel program into its curricular pattern, of suitability of location, and of willingness to accept students by transfer from other universities in Japan, Keio University, in Tokyo, was selected as the location for the school. Established in 1858, this private university has a distinguished record as an institution of independent spirit. In years past it had ventured into unfamiliar educational fields, and so might be expected to accept the somewhat revolutionary character of the proposed program in librarianship. Keio met the conditions set by the organizing authorities, and agreed to give continuing support to the school after such time as the occupation government's sponsorship should be finished.

After about a year's operation on this basis, it became known that government support would be withdrawn after the signing of the treaty of peace with Japan. Keio and the American Library Association were suddenly faced with the question of how the school was to be continued. The university was not in a position to take over complete responsibility for operation of the library school, even had it been possible to appoint an adequate Japanese faculty to offer full instruction in librarianship on the university level. Therefore, in the summer of 1952, the Rockefeller Foundation was asked to grant a sum to Keio to make possible the continuance of the library school for five years on the basis of a gradually reduced American faculty. Each year one less American and one additional Japanese would be appointed.

The grant was made, and in the fall of 1952, my wife and I received our appointments to teach for one year. Two other Americans were appointed to the visiting faculty for that year: Miss Norma Cass, head reference librarian of the University of Kentucky, and Miss Georgia Sealoff of the Seattle Public Schools, the latter having stayed on for

a second year. Mr. Gitler continued as director; in fact, he is remaining in Tokyo to see the program through its transitional period. His most recent report on the state of the school was given to the ALA Council at Minneapolis in June of 1954. He has made by far the greatest contribution to the building of the school, for he is now in his fifth year of service there. The confidence shown by Keio University in his leadership is one of the happiest aspects of this program of American-Japanese cooperation.

Those who had preceded us on the American visiting faculty were Mrs. Frances N. Cheney, George Peabody College; Bertha M. Frick, Columbia; Hannah Hunt, Rockford, Illinois, now at Western Reserve Library School; Edgar R. Larson, formerly of the Library of Congress; and Phyllis Jean Taylor, formerly of the Territorial Library of Hawaii, who served as librarian. Those who have served since 1953 are Anne M. Smith, University of British Columbia; and Mrs. Ruth F. Strout, formerly of the University of Denver, and now at the University of Chicago; and the present visiting faculty are George Bonn, formerly of the New York Public Library, and recently a Fulbright scholar in Japan; and Mabel Turner, of the University of Washington.

When we arrived in Japan on September 1, 1952, we found that the library school was still in the process of adjusting its program to the new post-occupation situation. Having started out as a government-sponsored school, it had not only to revise its housekeeping and logistical arrangements, but to impress on Japanese librarians, educators and public officials that the school no longer reported to any official agency—certainly not to the American Security Forces still situated in Japan. Relationships of the American staff of the library school with the reestablished American Embassy in Tokyo had to be worked out slowly, sometimes painfully.

This phase of adjustment to the "civilian status" the school was now to enjoy affected us as individuals in a number of ways, and lent an interesting air of pioneering to our first months in Japan. The officials at Keio were more surprised than we were at the completeness of the break with official sponsorship, not realizing that our private-citizen status would not entitle us to government housing, government transportation, and gov-

ernment food, nor were we to have the privilege of buying at American post exchanges and commissaries, nor of belonging to official American clubs.

Finding a place to live was an exhausting experience. Riding the Tokyo buses and trams and subways was sometimes more challenging than carrying two watermelons home on a San Francisco cable car during rush hour. Learning to buy food on the Japanese market with the aid of a GI phrase book could be downright adventuresome. But, for our part, we welcomed the absence of extra-territorial privilege and the fact that we were on our own in Japan. After Keio people began to understand our position more clearly, they helped to solve our housing problem, and the professor in charge of international exchange arrangements soon offered to build us a little house on his property. It took only six weeks to erect the little structure of wood frame, light plaster walls, and sliding paper doors. We moved in on American Thanksgiving Day and stayed there until our departure the following September.

How we lived in our unprofessional moments makes another tale. We usually explain that we did not dwell completely on the floor, in Japanese fashion, but averaged perhaps about half-way between floor level and chair height. Among the pleasant memories we have is that of our deep wooden Japanese bath, with built-in gas water heater, which preserved us from the chills of the raw and dismal winter weather. This is one of the homely creature comforts that the Japanese set great store by, but it is something of a luxury to have such a bath in one's own home. We experienced enough of such aspects of Japanese life to give us a real feeling for the country and its essential character, and came away with deep affection for our friends and colleagues in Japan.

To return to one of the earlier questions as to how we taught: it is generally known that we did not teach in Japanese, the question remains why an effort was not made to provide instruction in the student's own tongue. The answer is simply that American librarians and librarian-teachers with sufficient command of Japanese have not been available for such assignment. The next best substitute was to undertake to teach in English through interpreters. What success we had was attributable largely to the expertness of our interpre-

ters. We could not always be sure how completely or accurately our thoughts were translated, but on the whole we found there was a reassuring success in communication.

The actual method of teaching was to speak through interpreters, for whom we would always pause after we had completed a statement, so that translations were made before we became too involved in our remarks. Our syllabi were prepared by us in English, and Japanese translations were then inserted at regular intervals on the mimeograph stencils, so that our students had bi-lingual outlines to accompany bi-lingual lectures and discussions. We became accustomed to this method of communicating with individuals or groups of people, and thus relied heavily on interpreters and translators. When we were able to get our students into situations where they carried on informal discussion among themselves, our interpreter had to serve as a running commentator, approximating the simultaneous translating technique employed in the United Nations.

The question, whether there are libraries in Japan, is perhaps not as impertinent as it might seem at first. Of course, there have, been libraries there for hundreds of years, many of them containing great treasures. The task for librarians in Japan today is mainly one of overcoming the general ineffectualness of libraries throughout the country as agencies of helpful service, rather than one of creating of new libraries. This condition applies to all kinds of libraries, but perhaps most seriously to school and university libraries, where, until very recently, the practice of librarianship has been almost entirely a sideline with members of their teaching staffs. To this day, there are virtually no head librarians in universities who are professional librarians, as the position is one which is assigned to professors, usually for short terms. There are very few library assistants who have had any kind of formal library training.

The librarian's profession in Japan is, in fact, one of little dignity or attractiveness. So-called trained librarians have had only elementary instruction in library techniques. There is little difference between the status of the career librarian and that of clerical and general office workers. A major problem in conveying to the Japanese people something of the role that strong and efficiently operated libraries can play, in the community or the

school or university, or in scientific and industrial research, is one of lifting the profession of librarianship to a place where competent men and women can afford to enter it and be respected for the work they do. The profession of teaching itself is in a comparably low state in Japan; most teachers find it impossible to live on their salaries alone. Of course any real basic changes in university libraries will come about only when methods of teaching, which now follow the old system of formal lectures, are so liberalized that students will have to start using books far more than is yet dreamed of in many universities in Japan.

The most satisfying experience in my own teaching came from the summer workshop I conducted for a group of ten librarians from various universities in Japan, on problems of university library administration. There were so many problems concerning matters like centralization or decentralization of collections, the planning of buildings and equipment, and the organization of reference services, which were so similar to the problems we work with every day in our libraries that it was possible to compare notes profitably and to stimulate members of the workshop to work out some interesting ideas among themselves. This workshop, incidentally, was apparently the first experience any of the librarians in the group had ever had in talking freely about their problems.

After the workshop had ended one of the librarians wrote me a note of appreciation, and enclosed a copy of the commemorative picture which had been taken at our last session. "I am now beginning to wish," he wrote, "that the workshop was still in session, where we could discuss many problems. Such is the difference in feeling that one experienced in this workshop as compared with other courses where we heard dull lectures. I sometimes wonder, outside of the land and scenery of Japan, what you really think about us. We have many opportunities to learn about America; during your year here you must have been able to learn much about Japan and about the backwardness of Japan's library world."

Much of the library school's opportunity for helping Japan to overcome this backwardness lies in demonstrating patterns of better library service and of more effective ways of teaching. The practice of free discussion and exchange

of ideas, which Japanese librarians have known so little of in the past, is likely to produce some interesting results in working out their problems.

Has the library school's program been successful? It is of course too early to judge the actual success of such a new and still evolving program. Placement of graduates of the school presents many difficult problems, where salaries are so universally low, and where standards of library service do not readily admit the need for more thoroughly and professionally trained personnel. The number of graduates who have found really promising openings has been small, but there have been numerous signs that practicing librarians and educators in the field have been giving attention to the advantages of employing young people of greater ability and ambition and imagination, such as the Japan Library School has sought to attract.

The National Diet Library has employed several graduates of the school. It has also given a number of its untrained employees leaves of absence to attend the library school, then return to the Library. The new and important International Christian University in Tokyo has employed several graduates of recent classes. The Medical Library Association of Japan has granted scholarships to several young employees of medical libraries to take the course in librarianship. Recognition of the work of the school has come from as far away as Harvard-Yenching Institute. A young man on leave from the National Diet Library, a graduate of the school, has been on its staff for three years. One of the first-year graduates, Mr. Masanobu Fujikawa, after spending an additional year of study at the George Peabody College, returned to Keio in 1953 to become the first regularly appointed Japanese member of the library school faculty. Another graduate, who served later as an assistant and interpreter at the school, is now at Western Reserve on a Fulbright. Of the interpreter group with whom we worked, one is a Fulbright student at Denver University, and another, Miss Yukiko Monji, who had previously attended library school at Illinois, is now on the cataloging staff of the East Asiatic Library on the Berkeley campus of the University of California. These are examples of young librarians who can be looked to to help mightily in raising library standards in Japan.

Impressions of Librarianship in Austria

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TWO HUNDRED and twenty-eight years ago the Holy Roman Emperor, Charles VI, inspected his newly built library in a wing of the Hofburg. His architect, Fischer von Erlach, had succeeded in adding luster to his own attainments by designing a baroque library which has never been surpassed in magnificence as a great hall of state. This library, known as the Bibliotheca Palatina Vindobonensis, or the Imperial Court Library, had already a long and distinguished history before it occupied its baroque palace in 1726. It remained the chief library of central Europe and is still today, as the Austrian National Library, one of the great libraries of the world.

Despite lost wars, revolutions, and rumors of wars—Vienna is the rumor capital of the world—the Austrian National Library has struggled hard to maintain its stature. It is a library of a million and a half volumes, but it has not a single book truck. It has that rarity in Europe, a card catalog, but the main hall has been heated only twice in the twentieth century: in 1908 on the sixtieth anniversary of the reign of Kaiser Franz Joseph, and in 1926 on its own two-hundredth anniversary. It has more tangible wealth in the form of incunabula than any other library in the world, except the British Museum and the Bavarian State Library, yet the salaries paid its librarians are barely sufficient to meet the cost of a modest living. It is much more ambitious than most libraries, with smaller means to support these ambitions.

These paradoxes characterize the institution that was my host for ten months. I was in the paradoxical situation of admiring it without reservation while at the same time being critical of many of its practices.

The Hapsburg empire grew by the acquisitive instincts of the dynasty. This acquisitiveness was not confined to provinces, but included all forms of wealth—narwhal tusks, Cellini salt cellars, Brueghels, Greek manuscripts, tapestries, and books. The result was

the accumulation of artifacts that the republican successors to the Hapsburgs are still trying to sort. That is, although the various bibliothecal and museum storehouses of Vienna may have been cataloged, arranged, and made available for use according to the notions prevalent in, let us say, 1800 or 1870, these ever-growing stores outgrew the philosophies then current and demanded new treatment. For example, the Greek manuscripts of the Austrian National Library, which have been cataloged at least twice according to prevalent systems, are now undergoing a complete recataloging. Thus the Austrian National Library has arrears of centuries, while an American library with arrears of six months considers itself hopelessly burdened. What would the American librarian do if he were confronted by a collection in most of the languages of the world (including an extensive lot in Armenian) which, until the year 1930, were cataloged only by author and entered on half sheets kept in the form of a sheaf catalog? What would the American librarian do if he had no list of subject headings? Could an American librarian think of a collection of books to be shelved without any system of classification? Before you are dizzied by this barrage of rhetorical questions, it might be well to give thanks that we are a middle-aged country, and that we were still younger in the 1870's, when librarians here could start almost from scratch, while Austrian librarians were groaning under the accumulation of centuries.

The marvel is that the Austrian National Library has succeeded so well in adjusting itself to the conflict between means and ends. A few landmarks stand out in the history of this adaption to changing needs, and some of them are really monuments. The Imperial Library, early in the nineteenth century, introduced the use of half sheets in sheaf form for its catalog entries, and cataloged all books by this method until 1930. In this it was a pioneer, while other libraries were still making entries in bound volumes. A desirable uniformity of entry was achieved by the Austrian Instructions published in 1901 during the

administration of Karabacck. The library determined in 1930 to adopt the international standard card for all works to be published after that date, and to make subject entries, although new acquisitions published before 1930 were to be entered in the old sheaf catalog. At the same time, in the interest of uniformity in the German-speaking world, it abandoned its own cataloging instructions and accepted the Prussian Instructions of Dziatzko, and it cooperated in the *Deutscher Gesamtkatalog*.

Until 1918, the Austrian National Library had to act as the chief library in a multi-national empire. After 1918 it had to adjust itself to a more modest role, to more modest support, and to fit itself into the pattern of libraries in German-speaking countries. Without sacrificing its most valuable historical traditions, or its obligation as a distinctive national library, the Austrian National Library has succeeded very nobly in reconciling all these conflicting interests.

If I were to single out the strongest point in the practice of librarianship in Austria, as exemplified in the National Library, I should unhesitatingly list the personal attainments of the librarians as the most eminent. To a degree unknown in America the Austrian librarians are highly cultivated in languages and the other attributes of a humane education. They use these attainments willingly and with the utmost courtesy in the service both of the library and its readers. It is a delight to be in contact with librarians who have an enlightened and urbane attitude and who know books and their contents. This is not mere bookishness, as it is balanced by an active interest in solving problems of library management which are so much more acute in Europe than in America. An authority on fourteenth-century manuscripts is at the same time the energetic director of the Acquisitions Department, and the leading student of Anton Bruckner is responsible for the architectural design of the newly completed Music Collection. Such versatility leaves an indelible impression on the visitor to the Austrian National Library.

On the other hand, the weaknesses of librarianship in Austria are only too evident. The first of these is the inadequate system of education for librarianship, which stems from the unbridgeable gap between the so-called "higher" and "middle" classes of employees.

To enter the "higher" class, one must have a doctorate, whereas the "middle" class requires only a *matura* from a gymnasium. This separation of classes does not correspond to the supposed difference between "professional" and "clerical" employees in an American library, because the "higher" employee often performs the most menial clerical tasks, and the "middle" employee, by virtue of personal competence or long experience, is frequently entrusted with the most responsible cataloging duties, revision, and the like.

A would-be librarian who has his doctorate in, let us say, Spanish literature, applies to the Ministry of Education for appointment for a term of 18 months as an apprentice in a "scientific" library. The number of appointments of apprentices is always equal to the number of vacancies for librarians anticipated 18 months in the future. The first year of the apprenticeship may be spent in any library, as directed by the Ministry of Education; the last six months must be spent at the National Library. There is no fixed course of instruction, and the candidate learns by observation and questioning. This method of instruction is rather wasteful of the time of the librarians who must answer the questions, and causes unnecessary duplication of effort. On the other hand, the number of candidates is so small that regular courses of instruction would hardly repay the effort involved in giving them. At the end of this apprenticeship the candidate must pass a very severe examination, requiring encyclopedic knowledge, but his passing it is almost a foregone conclusion, because to flunk him would be a reflection on the ability of the official in the Ministry of Education who selected him for the appointment as an apprentice.

When I was in Vienna, there were only five apprentices in the National Library training in this republic of seven million people. The libraries under the control of the Ministry of Education are the National Library, those of the Universities of Vienna, Graz, and Innsbruck, the Technical Universities in Vienna and Graz, the schools of agriculture, forestry, and veterinary medicine, and the libraries of the various federal museums, archives, ministries, and offices. With only five replacements going to all these libraries, it is readily apparent that recruitment is not a problem in Austria.

As I mentioned earlier, there is a somewhat

unfortunate gap between the "higher" and the "middle" service, between Ph.D.'s and the others. While it cannot be denied that the doctorate is a desirable preliminary to librarianship, it is true also that many persons without it are equally competent.

Undesirable as this gap is, there is an even greater abyss between the so-called "scientific" librarians, and the librarians of the public libraries, or *Volksbüchereien*. The German term is a much better description, for in the American sense there are no public libraries in Austria. There are collections of popular readings, both fiction and non-fiction, but there is no reference service, and there is a small fee for each loan. The municipalities give only limited support to these public libraries, and their lowly status is symbolized by the fact that their employees are not eligible to membership in the Association of Austrian Libraries. The unity of the American library profession, which we take so much for granted, always excites the amazement of Austrian librarians who visit us.

In saying that there are no public libraries in Austria, I do not wish to give the impression that access to scientific works is denied to a reader. All the university and provincial libraries are open to the public, and are used by them more extensively than is the case with our college and university libraries. The traffic in interlibrary loans is much higher in Austria, in proportion to its population, than in America.

The American visitor to an Austrian library, accustomed at home to a blaze of fluorescent lighting, clattering typewriters, pneumatic tubes, and other audio-visual signs of business-like activity, might at first be deceived by the crepuscular inch-candles of light cast by 20-watt bulbs, the shuffling of library servants bearing a truck load of books in a sling over their shoulders, and the writing of catalog half-sheets with a steel nib pen, into thinking that no business can be done with any dispatch. This is far from the case. There is a keenness of dispatch of work which makes a deep impression on an American. In the National Library, for example, *Publishers' Weekly* is circulated to all subject specialists, who expeditiously mark their recommendations for purchase, despite the fact that the National Library has less to spend annually for books than a large American college library. With these limited funds, the National Library

is expected to cover the most important works published in Europe and America. This really hopeless task is still approached in a determined and knowledgeable manner. So knowledgeable, in fact, is the approach that one library inquired of me with some indignation why the listing in *Publishers' Weekly* is not by subject matter, but in one alphabet by author, thus making the scanning of this list by the several subject specialists a time-wasting procedure. I might echo this question myself!

If one, therefore, can preserve his eyesight in this saving of electricity, and refrain from groaning in unison with the bearer of a sling-load of books, and use the steel pen that was good enough for Lincoln to sign the Emancipation Proclamation, one quickly sees that the service of a library in Austria is no less informed or competent than in our own country, and that the personal attainments of its librarians occasionally make an American uncomfortable. For example, Hofrat Dr. Stummvoll, the energetic and genial director general of the National Library, who visited the United States a few years ago, is fluent in Swedish and Turkish, is a Doctor of Philosophy and a Doctor of Engineering, a virtuoso on the accordion, and a connoisseur of wines.

In this typical welter of personal attainments the ability to work concentratedly on matters of library economy, to use a somewhat antiquated expression, is by no means lost. To give one example, the Lubetzky report has excited great interest among Austrian librarians, despite the fact that the principle of corporate authorship is not known in Austrian cataloging practice. As in other German speaking libraries, the publications of societies, academic, and governmental agencies are entered by title, so that there is a forest of *Berichte, Mitteilungen, Transactions*, and the like. Many of the younger librarians are in favor of introducing corporate authors, and the Lubetzky report has given them an opportunity to debate this American practice, with both warmth and information. The warmth sometimes becomes actual heat, a quality less common in professional debates among American librarians.

I should like to devote a few words to the relationship between an American visitor and his professional colleagues in Austria, which we may regard as typically European.

In the extensive and highly administered system of exchanges now existing, there is a regrettable underlying notion that the European specialist who comes to America must be kept in such a state of open-mouthed wonder at our technical achievements that he will require medical attention on returning to Europe to get his jaw back in place, that he will at once put a pencil-sharpener on every desk, install a Coca-Cola dispenser, and otherwise show that he has learned the lessons of technical proficiency as practiced in the United States.

The corollary also is expected: the American sent to Europe will at once assist in demolishing a structure based on tradition. He is expected to do this by bombarding his hosts with prosy lectures, by looking disdainfully through rimless eyeglasses at Victorian (or, in the case of Austria, Francisco-Josephinian) office practices, and by other means not calculated to win friends or influence people. This attitude simply will not work, mainly

because it confuses side issues with central problems. Like all other Europeans, the Austrians are tired of being lectured at, tired of being made to feel that they can learn something about everything from an American expert. The visiting American must realize that he is a guest of his hosts, even if they do not directly foot the bill. If he must lecture, let him do so with a little humor. Because this is not expected in any lecturer, either Austrian or American, the listeners will think he is another Mark Twain. If he must make suggestions, let them be made diffidently and modestly. If he gets impatient, let him remember that the library in which he is accepted as a colleague was built 50 years before the United States was heard of. If he can do all this, he will find that he is doing much direct good, that he is accepted as a valued colleague, and that he cannot avoid a feeling of deep regret when he must leave the hospitable circle of his Austrian friends.

By RUTH PERRY

Nigeria's University Library

Mrs. Perry is chief, Reference Division in the Hoover Institute and Library at Stanford University. She spent the last year in Nigeria.

ON THE WEST COAST of Africa, not far above the equator, the past six years have seen the growth of a new university college whose standards are high, whose buildings have been described as "the best that modern architecture has yet offered tropical Africa," and whose students have already made an outstanding name for themselves in advanced degree work at the University of London. In November of 1954 the new building for Nigeria's University College Library was formally opened, a building designed to house eventually a quarter of a million books and accommodate 250 readers. To the librarian, John Harris, who has been with the library from its start, the day represented a milestone, not the last by any means, in the progress towards a library which would take its place on even terms with

the university libraries of the rest of the world. That the University College Library is well along the path toward this goal is due to the vision and hard work of the librarian and his staff during the past six years.

Nigeria, with the exception of India, has the largest population of any unit of the British Commonwealth, more than 30 million people. It is wholly an African country. There is no race problem as in some other parts of Africa, because there has never been alien settlement. The small number of Europeans in the country are there as traders, teachers, government officials or missionaries, and are gradually working themselves out of their jobs, as Africans are trained to take over the tasks of the country.

The University College of Nigeria was established in 1948 with an initial grant of \$4,200,000 from the Colonial Development and Welfare Fund of Great Britain, but is now the financial responsibility of the Nigerian government. Its purpose is to supply

to students in Nigeria the higher education for which they have, in the past, found it necessary to go to England or the United States. It stands in special relationship to the University of London, and until the university college is fully developed, examinations and degrees are the responsibility of that university.

The site chosen for the new college was an area of rolling hill country just outside the town of Ibadan, inland about 100 miles from Lagos, the capital. Ibadan is the largest African town on the continent, with a population of almost 500,000 of whom less than 1,000 are Europeans. It is the seat of government for the Western Region, one of the three major administrative regions of Nigeria, and is the home of the Nigerian College of Arts, Science, and Technology, and of a government teacher training college. During its first few years the University College was housed on a temporary site several miles from the present location, and used the buildings of a former army hospital. There were hastily erected one-story buildings similar to those built on many college campuses in the United States during the World War. Until its move into the new building in September, 1954, the library occupied two of these buildings, with some expansions and additions from time to time.

To build a university library from the beginning is an experience which comes to few people these days. There were to be many difficulties during the first years, but books for the library were no problem. First to arrive were 10,000 volumes from the library of the old Higher College of Yaba, which had been discontinued when the University College was established. This was a well-rounded collection, designed primarily for undergraduate use. Next, was the 18,000-volume library of Henry Carr, one of the first Nigerians to take a part in the administrative life of the country, deposited by the Nigerian government which had purchased it on his death. While it contained many books of general interest, its great value lay in the books on Africa and the manuscript materials of the early days of the British administration. Together with a later acquisition, the private library of Herbert Macaulay, Carr's collection formed the nucleus of the present day Africana collection of the library, which numbers more than 4,000 volumes. Macaulay was one of

the first Nigerian nationalists and founder of the Nigerian National Democratic Party.

An important early gift was the 10,000-volume library of F. Montague Dyke, an Englishman whose life interest was in tropical agriculture. These and others initial gifts and purchases were supplemented by a capital expenditure of \$84,000 for books and journals, and the library has, at present, an annual budget of \$21,000 for this purpose.

Thus the librarian found himself with a book stock of something like 50,000 volumes, many of them still in cases, some riddled by insects or attacked by mold. In addition he was faced with the task of building up a staff which could make these books available for use as quickly as possible. This staff, after six years, now numbers about 35, excluding the librarian, of whom four rank as senior staff, three of these being Europeans, and one an African. The junior staff is composed entirely of Africans.

Without going into the details of the many problems faced in those first years, many of which are common to any library in its beginning, it is of interest to discuss the uncommon problems, notably those peculiar to the tropics, insect infestation and destruction by mold and damp. In the words of the librarian (written in 1949): "The rainy season has brought very real problems of preservation. Mold appears on books overnight, some binding materials being particularly susceptible. Papers and cards become soggy and limp. Staples produce rust. Leather grows fungus. Queer things grow on microfilm cameras and readers and on film."

The super-shiny American bindings of technical books proved to be the hosts of the longest fungi of all. Counter-measures were at once put in hand, not only treatment of the books themselves, but such general measures as making book shelves as open as possible, to provide ventilation and to prevent insects nesting behind the books. Six boys were employed to go over the books with a poisonous formula designed not only to combat insects, but to prevent mold. This was a mixture of two gallons of methylated spirit with five ounces of mercuric chloride and five ounces of phenol. A check of results a few years later showed that this formula had a lasting effect, and in the rainy seasons of subsequent years the formation of mold was

greatly diminished. The books were treated by brushing the solution on the inside of the book in the angle between the cover and the book, and all over the outside cover.

In the meantime, the staff was beginning the task of preparing some sort of catalog of these books to make them available for use.

A welcome gift from America was the complete Library of Congress catalog, presented by the Carnegie Corporation of New York. The scheme of classification decided upon was the Bliss, which, although developed by an American, has been more widely used in Great Britain than in the United States. A simple author catalog was compiled, eliminating as much descriptive cataloging as possible for these first books, to get them on the shelves as quickly as possible.

By December, 1949, 10,000 books had been classified and cataloged and were ready for use. In the past few years, there has been some re-cataloging of this early work, and the library now has a complete author catalog of its 80,000 volumes, supplemented by a shelf-list which is being developed into a classed catalog. There are no plans for complete subject cataloging. Several bibliographic aids have been compiled under the direction of Mr. Harris. Two of the larger items are a list of serial holdings and a catalog of Africana in the library.

During the past six years, the book collections have been built up to supply the needs of the various teaching departments, which include the Faculties of Arts, Science, Medicine, and Agriculture and Veterinary Science. A departmental library has been set up in the West African Institute of Social and Economic Research, a non-teaching research institution with headquarters on the campus. These books also are ordered and cataloged by the University Library.

The student body of the college numbers about 500 and the faculty over 100. Most of the work done is at the undergraduate level but some advanced work is given as honors courses requiring an additional year of residence. The library's collections, however, are planned not only for this undergraduate work, but also to supply the research needs of the faculty. Many of the younger faculty members find it possible to complete research for their Ph.D. degrees at the English universities while here at Ibadan.

A large number of scholarly journals are

received by gift, purchase or exchange, some 1,300 serial titles being currently received. Microcard reproductions of such titles as *Berichte der deutschen chemischen Gesellschaft*, Berlin, and *Zhurnal eksperimental'noi i teoreticheskoi fiziki*, Moscow, have been purchased where it was impossible to obtain the originals. Exchange agreements with more than 200 libraries, largely in Europe and America, have been of great assistance in building up the collections. Since 1950, the Nigerian government's Publications Ordinance has required the deposit in the library of two copies of everything published in Nigeria, and the library issues lists of these publications annually.

The University College Library has, from the beginning, conceived as an important part of its function the exploration of the bibliographical resources of the country and the preservation, in the library, of materials thus located, in the original if possible, or on microfilm. In 1953, with the arrival of an Oxford-trained Arabic scholar, Mr. W. E. Kensdale, an attempt was made to locate Arabic manuscripts from the Moslem areas of northern Nigeria. During a six-week trip to the north, Mr. Kensdale secured more than 150 of these manuscripts, and was able to borrow for microfilming certain additional items. Most of these date from the period of the Fulani *jihad* about 150 years ago, 39 of them being by Shehu Usman dan Fodio, the Fulani whose armies conquered most of northern Nigeria in the early part of the nineteenth century, and whose empire lasted for about 100 years.

While the larger part of the book collection is in English, with some French or German, some vernacular materials also have been acquired. A number of early histories of Nigerian tribes and towns have appeared in the local languages and form a part of the library's Africana collection. The current output of vernacular publications may be indicated by the list of Nigerian publications for 1953, which has material in eight of the local languages. However, most of it consists of adult education pamphlets or religious texts issued by the missions. The problem of cataloging these books has been met by the use of students from the different regions or of visiting anthropologists, familiar with some little-known language.

One of the essentials of any library is

access to binding services. This was among the first problems to be considered at Ibadan, since it was obvious that the usual custom followed by small libraries in the United States and Great Britain of sending out books to commercial binders was impossible in Nigeria. Equipment and materials were purchased in England, and a master printer and binder of Ibadan, Mr. F. E. Balogun, was placed in charge. In 1951, Mr. Balogun spent nine months in Great Britain where he worked in the bindery of the University of London Library and took courses at the London School of Printing. The first bindery equipment included a small platen press which was used for printing forms and stationery for the library and other departments of the University. This work proved very satisfactory, and the press with improved equipment has now grown into an important adjunct of the university, doing not only all printing for the college, but some outside work.

The difficulties of a limited amount of type and hand setting which characterized the early years have now been largely overcome, and work of professional standards issues from this press. It is now financially independent of the library but remains under the general supervision of the librarian. In the bindery the making of pamphlet boxes and routine library binding are carried on by a staff of five under Mr. Balogun, all work being done by hand. Experiments in the use of local hand-dyed cloths for end papers and in the production of book covers from locally woven grass mats have proved very successful, as has the use of the beautiful leather tanned and dyed in northern Nigeria.

While the work of organizing the cataloging, binding and other departments was going on, it was necessary to plan for the new building that would be the permanent home of the library on the new site of the University. The first plans drawn, which included complete air conditioning, proved to be impossibly expensive. It was necessary to start again from the beginning. In 1952, the sum of \$403,200 was voted for the construction of a new building. Work began in June, 1952. In August of 1954, after six years of housing the library in crowded temporary quarters, the new building was completed. The move was complicated by rain on every day of the project, but by the date of the foundation

day ceremony, November 17th, (which celebrated also the opening of an assembly hall, a chapel, and an arts theatre), all was in readiness.

A characteristic of the new University College buildings at Ibadan is the free use of color to accent the predominating white against the setting of Africa's tropical green. Panels of brick red break the line of the north wall of the library. Window embrasures are lined in blue. Externally, the library building is of simple design. It is a concrete rectangle 44 by 200 feet, with an additional reading room in front of and adjoining the reference room. The entrance hall is centered on the long side of the rectangle. It contains the circulation desk, and the stairs and elevator to the four upper floors. The ground floor has the reference room and adjoining reading room, and the cataloging workroom. The second floor has open book stacks with study tables along one side of the room. The third floor has the serials stacks, the microfilm reader room, and the Africana room. On the fourth floor are the librarian's office and additional stack space, and on the top floor the bindery and storage space. The third and fourth floors have study carrels for faculty or visiting scholars.

Everywhere the emphasis is on the free circulation of air. Hollow tile pipes, set in the walls, ventilate the stair well. In the reading rooms and officers on either side of the stairs, the end walls are solid, but the side walls consist of doors set 18 inches apart. They stand open except in stormy weather. A six-foot balcony, entirely screened, runs the length of the building front and back, on all floors except the ground floor. To avoid an architectural hiatus, a conventional open-work design covers this screening between the white uprights of the balconies, adding greatly to the decorative value of the building. Book stacks on the upper floors are so placed in relation to the side walls that they do not interfere with the circulation of air from the open doors. This careful planning throughout the building has resulted in rooms that are always pleasantly cool, even in the heat of a tropical afternoon.

In the basement, in addition to the receiving room, it is planned to have an air-conditioned room for manuscript storage and a similar room for photocopying service and the

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Nigeria's University Library

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storage of films and phonograph records. One of the first purchases made for the library was a microfilm camera, three reading machines, and a reflex photocopying device similar to the Contoura. Later additions to the photographic equipment have included a contact printer, an enlarger, and a microcard reader. The library films regularly the files of the principal Nigerian newspapers, in addition to doing a large amount of other work for the university and for outsiders.

Nigeria's university library has already made for itself a place in the educational life of the country. As time goes on it will undoubtedly play a leading part in West Africa's future. It has been founded and developed with the broad aim of supplying knowledge, not only to the university students and faculty, but to any serious reader in Nigeria, and with the purpose of assisting in library development throughout the entire country. To quote the librarian again: "It is obvious that our own future as a university library is bound up with the educational and cultural development of the country as a whole. Without a broad system of libraries to provide reading matter for the Nigerian

public, we can be little more than an ivory tower of academic learning. No university can hope to flourish in an intellectual vacuum."

The library has already taken a leading part in the development of libraries for all the people. Under its auspices a ten-day training course for librarians in charge of village libraries was given in 1950. In 1953, a conference of librarians from all over Africa, sponsored by UNESCO, was held at the university. Growing out of this meeting, a professional association of librarians, the West African Library Association, was formed. The first issue of its bulletin appeared in March, 1954, with Mr. Harris as editor. The librarian works closely with other members of the profession in the Lagos libraries and in the regional library system of the north, and his advice is always available to officials in any part of the country.

That there is still much to be done, and that there are lacunae, especially in the serials files prior to 1949, no one knows better than the librarian, but the library has made a good start towards its goal. Its future will be one librarians everywhere will watch with great interest.