A country which earns its living from the production of primary goods has little need for libraries in the early stages of its entry to world markets. Literacy is for the few, methods are by rule of thumb, and the acquired art of reading for leisure or for self-development is the prerogative of a handful of the people whose cultural focal point is outside the country. Let there be set up, however, a marketing board to manage the exports, an agricultural research organization to improve the crops, or a university, and at once the services of a librarian are needed. He may be appointed from outside the country, or a likely local man may be appointed. Whatever happens, some training of staff begins, and one more country is on the way to building up its force of trained librarians ready for the day when rising literacy leads to the establishment of a public library service.

In the early stages the "new" country looks abroad for the establishment of its standards in librarianship, as in other studies; but with the passage of years its nucleus of overseas trained librarians becomes large enough to establish indigenous standards, and a school of librarianship should then grow up. The peculiar association of nations, made and in the making, which is known as the British Commonwealth of Nations, exhibits within itself examples of professional training at all stages of development. Australia, New Zealand, India, and South Africa have each established their own system, suited to their own needs. Those who would like a classical picture of development of library training in a new country, from its beginnings to its fruition in a locally devised system to meet local conditions, cannot do better

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than read R. F. Kennedy's history of education for librarianship in South Africa.¹

The first qualified librarians in South Africa came from Britain, and as the desire for qualifications spread in South Africa, these librarians encouraged their staffs to take the examinations of the Library Association of Great Britain and to gain election to its Register. By 1934, however, there were sufficient South Africans coming forward to justify the South African Library Association formulating its own syllabus and holding its own examinations, very similar to those of the Library Association but orientated to local conditions, and gradually the local product has replaced the British one. The same pattern of development is observable, but set about a dozen years later in time in Australia. Now many of the newer countries in the Commonwealth are beginning to tread the same path. Their sons and daughters are appearing for the examinations of the Library Association both in their own countries, and in Britain itself. They are the forerunners—those who anticipate the provision of study facilities locally, but who will themselves later do much to provide them.

Before going further it may be useful to look at the qualification system of the Library Association, to see how it can function to provide a qualification for those serving in libraries often quite remote from Britain. To begin with, it must be understood that this system is the recognized method of professional qualification in Britain, not only in librarianship, but in forty other professions as well, from law to public health.² Its roots are in the Middle Ages, and it is taken very seriously by the professions and society at large. The esteem in which a professional Register is held can be measured by the status and salary of its members, and the chartered librarian in Britain holds his place with qualified practitioners in other professions.

Generally speaking, in Britain the universities do not set out to provide vocational education. Their job is to educate the whole man, not to train him for a career. It is the task of the technical and commercial colleges, with courses keyed to the syllabuses of the professional associations, to do this. Consequently employers do not expect professional qualifications to include a pronouncement on general education: the universities have done this with their degrees for graduates, and their “A” and “O” level certificates for those whose formal general education ends upon leaving school. If an employer wants his solicitor, accountant, or librarian to be a graduate, he must specify this. That is not to say, however, that the nongraduate professional man is unedu-
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cated. It merely indicates that his education has been canalized in professional subjects. The examinations are highly selective (a recent survey shows the percentage of passes in the examinations of a dozen professions: the average is 42 per cent) and the final examinations are normally marked at degree standard. The Ministry of Education itself recognizes many of them (including Library Association examinations) as being of degree standard in approving courses and in the schedules of the Burnham Committee's periodical salary awards to teachers. But the examinations are not the whole story, and do not constitute a qualification by themselves. To success in these must be added a period of service under supervised practical working conditions, sometimes legally defined in "articles," but sometimes more informal. In the case of the student-librarian, he is required to show evidence of three years' approved library service (i.e. under the aegis of a chartered librarian) and to have reached age 23 before admission to the Register of chartered librarians as an Associate of the Library Association. For Fellowship the requirements are five years' service and age 25.

The professional association, then, holds the examinations, and the normal teaching agencies, including those provided by local education authorities, take care of the tuition. This system has great flexibility, because if there is no local teaching agency a candidate can still be examined, even if he prepares himself by private study, guided or unguided. And the guidance may come from part-time, correspondence, or even individual tuition. Some may look askance at this; but it ill becomes a librarian who boasts that the public library is "a university which all may enter and none need ever leave" to denigrate the achievement of the man who prepares himself from the librarian's stock-in-trade books. How else can anyone educate himself except by reading and observation?

In the postwar years there has been great expansion in the British Colonies. The Colonial Development and Welfare Acts of 1940, 1945, and 1949 have made huge sums of money available which have benefited, among other recipients, educational institutions, and hence the libraries contained in them. Money has been available for British librarians to be appointed to universities and technical colleges overseas and for some locally recruited library staff to be sent to the United Kingdom for training. Research institutions have been set up, often with British librarians in charge of their libraries. The British Council has provided libraries, and often British librarians, in many over-
seas countries, including several colonies.

Now, "a library is a growing organism," and the appointment of a librarian, indigenous or from overseas, is only the first step towards the future staffing of the library. The second step is the recruitment of local assistance. Frequently this takes the form of a clerk or clerks, who must be instructed in the elements of library work. The better ones respond to this treatment, and since all librarians are educators the intern-training system for the specific library's use widens in scope and soon the librarian is imparting his full knowledge to his staff, and is guiding them in their reading. Other local libraries, which sooner or later are formed in schools and clubs, supply a few more eager students, and the librarian finds himself with a sort of spare-time "atelier" on his hands. This is not imaginary: it is true, as everyone who has done library work in the developing countries will affirm. The thirst for knowledge is overwhelming, and the desire for instruction all-consuming.

Foremost among these "atelier-librarians" have been men and women sent out by the British Council to set up and conduct the local libraries of that organization. They could have done just that, and still have done a good job of work. But everywhere they have gone beyond what was required of them, and have devoted their spare time and energy to the training of local people. This is insufficiently realized by the profession and (one suspects) by the British Council itself. The supply of trained staff comes almost before establishment of the library itself: or it should do in a well-ordered society. The British Council librarians have done a magnificent job of training, with little or no resources at their command, and have frequently been responsible for the first appearance of local people on the Library Association's Register of chartered librarians. In furthering knowledge of the British way of life, no group in the community is more worth the expenditure of time and money than librarians, to whom adults turn freely for help and advice all their lives.

From 1941-47 Helen Stewart was busy organizing a central library service in Trinidad, and giving the basic training to local recruits that was necessary to start and keep the wheels turning. In 1947, upon her retirement, the British Council seconded S. W. Hockey to Trinidad as director of the Eastern Caribbean Regional Library, and J. Smeaton as deputy director. The training scheme was extended, and in 1948 Hockey wrote to the Library Association in Lon-
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don to seek their cooperation in enabling his librarians-in-training to gain a recognized qualification in librarianship. The British are not doctrinaire: they prefer to adapt existing institutions to their own needs rather than invent new ones. The required cooperation was immediately forthcoming, and the beginnings of a system of training and qualification were made. The scheme aimed at preparing students for one part at a time of the Library Association examinations, beginning with the First Professional Examination, and it extended the study over a number of years in successive sessions of six months' duration. The sessions consisted of a five months' correspondence course (remember, the constituent islands of the scheme are widely scattered) followed by one month of concentrated full-time practical work and demonstrations at the Regional Headquarters, for which the students were gathered in. This scheme, at the request of the director of the Jamaica Library Service, was later extended to include the staff of that library, which had been set up in 1949. Some assistants in British Guiana also benefited. All the teaching, be it noted, was part-time work by busy librarians who already had a full program of library development to execute. When Colonial Development and Welfare funds ceased in 1956—Smeaton having already been transferred by the British Council to their Delhi library—the full burden of tuition fell on the West Indian librarians who had so far been trained.

In 1955 the Eastern Caribbean Regional Library joined forces with the Central Library of Trinidad and Tobago, sharing the same director, Hockey, and the same roof; but clearly differentiating their functions. One of the functions assumed by the E.C.R.L. was the training of staff, and the appointment of a tutor-in-charge was created to organize a full-scale training scheme for the West Indies, based on the syllabus and examinations of the Library Association. At the time of writing it is known that R. C. Benge, formerly a lecturer at the North Western Polytechnic (London) School of Librarianship is to take up the post of tutor-in-charge in July 1959. A major step has been taken towards the establishment of a library school in the Federation of the West Indies.

* The Syllabus of the Library Association is in three stages: (1) the First Professional Examination for nongraduates; (2) The Registration Examination (the general qualifying examination) for graduates and for nongraduates who have passed the First Professional Examination; (3) The Final Examination for those who have successfully passed (2), and intend to go on to senior posts in library work.
Moving now across the Atlantic to West Africa, where new nations are flexing their muscles and trying their strength, developments in Ghana and Nigeria will be considered. In 1945, the British Council in association with the governments of Nigeria, Gold Coast (now Ghana), and Sierra Leone, set up a library school at Achimota College, Accra, which was attended by fourteen students. It submitted ten successful candidates for the Entrance Examination of the Library Association in that year, of whom two subsequently came to Britain to attend library school and to qualify as chartered librarians. From 1945 onwards, the incidence of African names in the Library Association examination pass lists became more and more frequent. The returning West African chartered librarians got together with their European colleagues in West Africa, and in 1953 set up the West African Library Association. It was one of the aims of W.A.L.A. to coordinate the local tutoring activities which, in accordance with the general movement in new countries noted above, had sprung up to meet local demand. Such tuition was mostly on an intern-training basis, but with the horizon widened beyond Africa. It was keyed to the syllabus of the Library Association, and produced reasonable results, in spite of many difficulties. In 1956 the Nigerian Division of W.A.L.A. organized evening classes in librarianship at Lagos to which the tutors (African and European librarians) gave their services free. These classes still continue.

Perhaps the greatest difficulty is that of language. In these new countries which have been made into viable units only by the grouping of peoples of various tribes and languages, English is the only lingua franca, and it is difficult to see how it could be otherwise. Tuition has to be in English, and most of the books are in English; yet English is an “acquired,” not a “natural” tongue for most. Confusion arises in the minds of its users between words which are alike in appearance, such as “temporal” and “temporary,” “respective” and “respectful,” while the difficulties arising from homonyms are legion. Somehow these difficulties must be overcome in teaching students the job of librarianship, and in coaching them for examinations, so that the teacher must always include English as one of his subjects.

Then the difficulties arising from customs must be considered. The Ghana Library Board, with the example of Evelyn Evans as a brilliant librarian, has been able to recruit many girls to library work; but not so Nigeria. The Muslim Northern Nigeria is unlikely for many years to provide women recruits to librarianship. In countries where
only a minority receive any education at all, attendance at a secondary school gives prestige—and prestige precludes the carrying of heavy books by library assistants, or even the use of a typewriter. Then there are tensions arising from tribalism which have to be overcome; these are serious enough to cause some assistants to believe (rightly or wrongly) that they have reason to walk in terror of the machinations of others of different tribes. The librarian overcomes these difficulties somehow. Perhaps he does it by personal example, by being the "servant" of his staff. Perhaps he does it by training schemes which place staff side-by-side, to teach them by practical experience the interdependence of mankind. However it happens, tolerance and understanding do grow, which says much for librarianship, and doubly underlines the need for proper training schemes. These difficulties have been dwelt upon here, although they are common to many other of the new countries, because it was convenient, not because they are exclusive to West Africa.

In 1957 Harold Lancour, of the University of Illinois Graduate School of Library Science, made a survey of libraries in West Africa on behalf of the Carnegie Corporation of New York, and his report comes out strongly in favor of the establishment of a school of librarianship in West Africa. In March of this year the W.A.L.A. Council set up a Standing Committee on Library Training to consider the implications of the report and to assist in carrying out its recommendations against the known and anticipated needs of West Africa. The writer has since been consulted in certain details, and it seems reasonable to anticipate that 1960 will see the establishment of a school of librarianship at University College, Ibadan, Nigeria, offering a two-year course to graduates and to nongraduates who have passed the First Professional Examination of the Library Association; such course to lead to the Registration Examination of the Library Association, with perhaps an opportunity for graduates to do advanced work with special relevance to African libraries. Thus one more of the new countries is to get its library training on to a sound footing. This time the money will come not from a local, but from an American, source.

Turning elsewhere, the picture is less encouraging. In most of the other new countries training for librarianship is hardly out of the "primitive" stage. East Africa, for instance, can only offer evening classes, attended by a dozen library assistants, at the Royal Technical College of East Africa, Nairobi. This is a piece of personal pioneer-
ing by D. A. R. Kemp, the librarian of the College, and his senior staff. In a recent letter to the present writer he said: "We are on the verge here of library development, I feel, both in the Colony as a whole and in the College in particular . . . I am running evening classes for the First Professional Examination with the help of my three senior staff and we have a regular attendance of nine from libraries in the district apart from our own. . . ." Here, again, is the atelier. In Makerere College library, in Uganda, they try to train their own assistants, but this is spasmodic. Four have so far passed the First Professional Examination of the Library Association, one has been to an English library school, has registered as a chartered librarian and is at present working as an assistant in a library in England; another (graduate) assistant is taking a course in Denver, Colorado. The East African Literature Bureau has one African chartered librarian on its staff, who began his studies on the atelier basis and completed them at an English library school. The neighboring island of Mauritius has sent a few students to England, and a few more are studying at home by correspondence.

Before looking at other territories it may be useful to examine the relative achievements of candidates drawn from Britain and overseas in the examinations of the Library Association.

Examination Entries for Summer 1958

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<th>Attempted</th>
<th>Passed</th>
<th>% Pass</th>
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<tbody>
<tr>
<td>1. All home and overseas entries for First Professional and Registration Examinations</td>
<td>3190</td>
<td>1429</td>
<td>45</td>
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<td></td>
<td></td>
<td>(64 with Merit)</td>
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<td>2. All entries from overseas candidates</td>
<td>176</td>
<td>73</td>
<td>41.5</td>
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<td></td>
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<td>(2 with Merit)</td>
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<tr>
<td>3. Entries from African candidates only</td>
<td>73</td>
<td>30</td>
<td>41.1</td>
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Most overseas candidates will be studying and writing papers in a language not their own, but it will be seen that they do not fare noticeably worse than their English counterparts. Considered superficially, it might be thought that it would be preferable to teach young librarians through the medium of their mother-tongue; but
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it has to be realized that, apart from the fact that all the textbooks are in English, the very materials with which they work are in English, too. Even those countries which have an advanced culture (e.g. the Asian countries) seldom have an adequate bibliographical apparatus, and usually lack a technological and scientific literature, which throws them back on to English as a medium of communication and library organization.

Another new nation in Africa, formerly linked with Britain but now outside the Commonwealth, is the Sudan. Today, the sole European librarian in the Sudan is Michael Jolliffe, librarian of Khartoum University. He has given a great deal of thought to the problem of “Sudanization” of the university library, and to providing for the future growth of other libraries in the Sudan. The report of his Library Committee for 1957–58 sets out an interesting scheme for tuition and examination, related in standards to the Library Association syllabus, but smaller in content, and limited in application. It will be a purely local examination, designed to provide a channel of advancement in the university library itself. Jolliffe hopes to draw external examiners from the Library Association. This is a particularly interesting venture, because it shows the re-shaping of the British syllabus to meet local conditions in a country where there is a considerable corpus of indigenous literature, and where there is no problem of a lingua franca, since all educated people are Arabic speaking. The interesting feature of it is the smallness of the amount of change in the Library Association syllabus that has been found necessary. Meantime, two members of the library staff, one graduate and one nongraduate, are at schools of librarianship in England.

In moving from Africa to Asia, problems of a different order are encountered. Unlike Africa, where to be reasonably literate is sufficient to be certain of a clerical post, and where only the “elect” have had university education, in many Asian countries there is a great deal of graduate unemployment. (One has heard of the instance of fifty-six applications being received from graduates for the post of village postman.) In India, where the second world war proved to be a forcing period for independence in many fields besides the political one, a number of universities have set up postgraduate schools of librarianship, of which the best-known are Delhi, Madras, Calcutta, and Bombay. Much of this activity was due to the inspiring efforts of S. R. Ranganathan whose work in the library training field is well known. But the pressure to acquire further qualifications to insure
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going a job in the face of unemployment of intellectuals, which is at present rather serious, still sends many Indians overseas to study in Britain and the United States.

Pakistan, which had to erect the whole apparatus of state in 1948, held a Diploma course in librarianship at Lahore in that year, under the directorship of a British-trained librarian, Fazil Elahi, but after one session it did not re-form. The Pakistan Library Association tried a correspondence course in 1950, but this did not last beyond a single term. In 1952 the Karachi Library Association initiated a School of Librarianship (which still continues) giving a certificate after four months' study, and open to those who have passed the Intermediate examination of any recognized university. In 1956 the United States Educational Foundation set up a library training scheme at Dacca University, East Pakistan, and in the same year a course was started at Karachi University. A course was planned to begin at Peshawar University in 1958. The total output of librarians trained or partially trained in 1957 was estimated to be about eighty persons.

There are about half a dozen librarians in Ceylon who have qualified in either Britain or the United States. In addition to these are a handful who are pursuing private studies and offering themselves for examination in Ceylon by the Library Association. The secondment of J. Redmond, a Canadian librarian, to the library of the Ceylon Institute of Scientific and Industrial Research under the Colombo Plan, introduced the idea of an exclusively graduate profession on the American model, and two graduates have been sent to the United States for training. K. D. Somadasa of Ceylon University Library, speaking to the present writer during the final stages of the writing of this article (June 1959), stated that his University was planning to introduce a training scheme for librarianship in 1960. Can one venture the hope that this might be regarded as an enterprise in which the Colombo Plan might be legitimately interested, and so qualify for some financial help from that direction?

For the rest of the Commonwealth countries in Asia, however, the story is one of individual effort on the “atelier plan” again. Dorothea Scott, university librarian of Hong Kong, for example, does local intern training, and has managed to put forward a few local candidates for Library Association examinations, and to send a few others to Britain or America for training, and an occasional Burmese student offers himself to the Association of Assistant Librarians for tuition by correspondence.
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In looking further South East, to Malaya, there is no library school, nor any formal scheme afoot for library training. The Library Association of Malaya and Singapore (formerly the Malayan Library Group) has held several week-end orientation courses for teacher librarians, and the Malayan Public Library Association has organized brief introductory courses of an elementary nature for the "librarians" of its Chinese libraries. Here again the problem of a diversity of languages and cultures arises, with English as the common meeting ground. Malaya and Singapore have sent students to British and American library schools, and two to Australia, but their numbers are a drop in the ocean of the countries' needs. The Singapore government has sent three assistants to study in the United Kingdom but there are no local classes. Further East still, Sarawak and Borneo have each sent a student to Britain to train. But there is a need for a library school in this South East fringe of Asia, and if the growth of libraries along proper lines is not to be stultified it must be provided soon.

Despite the rather gloomy note sounded about Asia, outside India, the picture would be misleading and incomplete without mention of the sterling work that has been and is still being done by the correspondence institute of the Association of Assistant Librarians of the United Kingdom. This organization, set up many years ago when the training system in Britain was not unlike that in the Colonies today, has extended its activities willy-nilly to overseas students everywhere. It is not easy to help these eager students, because the courses are based on readings drawn widely from British, American, and Commonwealth books and periodicals, and all too often they are not available in the students' homelands. Here again the British Council, as ever, has come nobly to the rescue in many places. The courses are necessarily stiff, because they prepare students for an examination syllabus designed for a full-time course. This is the ubiquitous syllabus of the Library Association. There would be many fewer librarians in the new countries today if it had not been for patient men and women in Britain writing endless notes and explanations in their leisure time to students all over the world, and for the devoted administrative work of J. S. Davey, the honorable education officer of the Association of Assistant Librarians.

It would not be fitting to end this survey (which is necessarily an outline and must lack detail) without a reference to the library schools in Britain which have done so much to produce the librarians for the new countries of the Commonwealth. There are ten schools
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of librarianship in Britain: one at University College, London, offering a postgraduate diploma following a course lasting one academic year (October to June), and nine at technical and commercial colleges in London and elsewhere, offering one-year courses (mid-September to mid-July) to graduates and nongraduates alike, in preparation for the Registration Examination of the Library Association, and further courses of one-year to successful students who wish to go on to the Final Examination (which is an advanced qualification). All of these schools, from their inception in 1946-47 (and the London University School since it was founded in 1919), have accepted overseas students from many countries, not only from the Commonwealth. These students get the same instruction but with more personal attention, that their British colleagues receive, and during their school vacations they are sent on attachments to various types of libraries in Britain. Those who are given an adequate period of study go back with a good theoretical and practical background of librarianship from which to work out the library problems of their own countries. That this study is not wasted is very evident from later reports and correspondence from their homelands. Again, one must refer to Lancour's report on West Africa and the excellent work done by the African librarians noted therein.

The writer of this article sees from his office in London the gradual opening up of the library field all over the world. The flexibility of the examining system of the Library Association, in that it is not tied to any particular course in any particular institution, but sets certain standards of knowledge which, allied to practical experience, permit assessment of a person as a competent practicing librarian, enables would-be librarians to qualify wherever they may be. At any one session candidates are examined at upwards of forty overseas centers, inside and outside the British Commonwealth. One sees the first stirrings of interest in a district when a letter of inquiry arrives in the office from someone somewhere who is struggling with the problems of a library service which is growing under his hands. He writes for help in gaining instruction in the work of a librarian, and asks how he can qualify. So common is this kind of an inquiry that a special "help letter" has been devised to cope with it. Such an inquiry frequently leads to an application to the Association of Assistant Librarians for a correspondence course, and ultimately to the provision of an examination center. Sometimes it leads to the provision of a scholarship to Britain, by the inquirer's government, the
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British Council, or some other agency; and one of the pleasures of the life of an officer of the Library Association is the appearance at Chaucer House of a member who hitherto has been only a name on an airletter.

The need for a considerable expansion in library training is urgent, and the desire for it is plainly shown in the use made of the Library Association’s facilities. The present arrangements to meet it locally are utterly inadequate, and if we are to do our duty towards our colleagues overseas something must be done quite quickly. For this, considerable funds are needed to set up schools in the countries concerned. The American Library Association is cooperating with the Carnegie Corporation of New York who are supplying funds for the development of overseas libraries, as the Carnegie United Kingdom Trust formerly did to British and American ones, but these bodies cannot be expected to supply all the drive and manpower. There is a good case for the American Library Association and the (British) Library Association to get together on this problem, and the obvious first step is for the Library Association to offer its advisory services for that part of the Carnegie Corporation’s plans which concerns the British Commonwealth of Nations, and so relieve the American Library Association of a large part of its burden. If the British Council, which itself provides bursaries and scholarships for overseas students, could extend the scope of its activities to appointing teachers of librarianship to give tuition locally, and to providing comprehensive textbook libraries in librarianship, it would enormously increase the output of trained librarians in the new Commonwealth countries. There is no lack of goodwill in the Library Association; but goodwill by itself is not sufficient. Money provides the sinews of peace, just as much as of war.

Note. The writer wishes to point out that the opinions expressed in this article are his own and do not necessarily represent those of the Council of the Library Association.

References