

Brief survey of present position.

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TRANSVAAL.

Transvaal Carnegie Non-European Library.

The Transvaal Carnegie Non-European Library extends a service to some 90 depots in the Transvaal. These depots are situated at schools, missions, training colleges and locations. Boxes of books are sent to the depots for a period of 6 months and are then returned to the central organization in Pretoria to be exchanged for a fresh selection of reading matter. It is estimated that some 20,000 books were read during 1948 by some 11,000 non-European readers. The service is free.

The Transvaal Carnegie Non-European Library also extends a free library service to individual students resident anywhere in the Union and Rhodesia. There are 244 members. Some 62 books are issued each month. Native students visit the library and are served by Native librarians. Over 300 books have been reserved by students during the first quarter of 1949.

A staff of 6 Native library assistants receive lectures in library courses offered by the South African Library Association. These men work under the supervision of trained European librarians.

Johannesburg Public Library.

Johannesburg Public Library extends a service to 4 non-European library branches and has a service to non-European schools and hospitals. There are some 6,842 borrowers, a bookstock of 25,264 volumes, and during the 1947-48 period 49,231 books were read by the non-European readers. This library also extends a special reference service to non-European students. The service to non-Europeans is financed from the Municipal library budget.

Union Education Department.

This library extends a postal service to non-European students. A deposit of 10/6 is charged per book withdrawn. Non-Europeans are not permitted to visit the library.

Transvaal Education Department (Native Education)

The Department extends a service mainly for the use of teachers. The members also make use of the bookstock belonging to the Carnegie Library. The Native library staff administer both this library and the Transvaal Carnegie Non-European library.

Individual Libraries

Several Municipal authorities have established libraries in locations and have appointed paid Native librarians. These libraries receive assistance from the Carnegie library service. Benoni, Germiston, Springs and Vereeniging, have all established progressive libraries for Natives. The Pretoria Non-European Public Library has established libraries at Atteridgeville and Marabastad locations. These libraries are supported by the Pretoria City Council. Atteridgeville has 181 members, a bookstock of 1500 volumes and an annual circulation of 3,717. Marabastad has 301 members, 2,100 books and an annual circulation of 5,071.

NATAL.

Durban Municipal Library administers the Carnegie library service to depots in Natal. There are 35 of these depots with a bookstock of some 2,500 books in circulation between them. The Natal Education Department assists the service by providing boxes and free rail warrants.

In addition to the Carnegie service there are four other non-European libraries in Natal.

The Ndongeni Bantu Library. Durban serves some 689 Bantu readers and issued 2,470 books during 1946/1947 period.

The Natal University Non-European Library at Sastri College provides books mainly for students. There are about 300 members, a bookstock of 3,000 and during last year some 3,821 books were issued.

The Natal Education Department Native Teachers' Library serves teachers. There are 813 members at present and the bookstock totals 4,197. Altogether, 1,437 books were issued last year.

The M.K. Gandhi Library. Durban serves the Indian community and has over 7,000 books.

There are non-European libraries at Native Missions and Training Colleges in Natal, notably Adams College (the books were recently destroyed by fire), John Dube Memorial Library at Chlange, Indaleni and Edendale Missionary Institutes/...

Institutes.

CAPE

The Cape Libraries Extension Association with headquarters at the South African Public Library, CapeTown, administers a library service to the poorer communities of the Cape, and is carrying on the work of circulating boxes of books to depots in the Cape. This library service started by the Cape Coloured Carnegie Committee in 1932 was handed over to the Hyman Liberman Institute in 1936. The library of the Hyman Liberman Institute and the depot library service have been reorganized since 1941 through the Association. There are some 22 depots in the Peninsula.

The Association aims at establishing a library service to schools and social centres in the Cape Province with the aid of the Government, the Provincial Administration and local authorities.

The South African Native College at Fort Hare has a collection of some 15,000 volumes used by some 200 members.

Tovedale College, Alice, has some 11,000 books for the use of teachers and students.

The Transkeian Native Reference Library, Umata has some 1500 volumes and 61 subscribers.

Kinberley Location has a library of some 1,300 volumes.

In the Eastern Province a number of Public Libraries have organized Non-European Libraries with the grant of £1,000 made by the Carnegie Corporation.

ORANGE FREE STATE

The Carnegie grant assisted the Bloemfontein Public Library to start a circulating library system in 1933. In 1945 the bookstock consisted of some 3,000 volumes. The Education Department makes a small grant to assist this service.

The Bloemfontein Location possesses a reading room with a stock of several hundred books. The reading room is a valuable experimental centre and it is supervised by the Librarian of the Bloemfontein Public Library.

Data for information tabled above was collected from the following sources:-

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| <u>Annual reports</u> | Transvaal Carnegie Non-European Library, 1948. |
| | Johannesburg Public Library, 1947 - 1948. |
| Oppenheim, G. | Books for the Bantu. (1940-). |
| Rooke, F. | Non-European Libraries in Natal. (An address given to the South African Library Association's Conference held in Durban, 1948) |
| | Adult Education in South Africa, being a report by a Committee of Enquiry appointed by the Minister of Education. U.G. No.35 - 1945. |

Historical survey.

1. The South African Library Conference held in Bloemfontein in 1928 stressed the need to create adequate library services for the Non-European sections of the population of the Union recommending that such library services be part of the general scheme for library service and be free.
- 2 The report of the Interdepartmental Committee on the libraries of the Union of South Africa, 1937, in the section dealing with Non-European Libraries outlined existing services and in the conclusions and recommendations drew the attention of Provincial Administrations to the need for encouraging library services for Natives and for other sections of the non-European peoples of the Union of South Africa.
- 3 The report in 1945 by the Committee of Enquiry on Adult Education in South Africa (U.G. 35/1945, Sect. 219-224) again outlined existing services and stated that the information collected "will suffice to show how inadequate" library services to non-Europeans in South Africa are at present (1945).
In the recommendations the Committee emphasised the necessity "that special provision be made for library services for non-Europeans and the publication of books and pamphlets written in the vernacular and in a style suitable for the non-European readers they are intended to serve." (Sect.109 of the classified recommendations).
- 4 The report of the Provincial Financial Resources Committee, reviewing the library position in 1944, stated that library service to Europeans, Coloured and Asiatics should be calculated at a cost of 1/6 per head of the population. This expenditure suggested does not take the Native population into account, on the grounds that the Bantu are not sufficiently advanced in general education to justify the allocation of a definite rate of expenditure to that section of the community, though it is not intended that the expenditure contemplated should be for the exclusive benefit of the other sections of the community.

Necessity for providing adequate library services for Native people.

1. Library services for the Native people must form an essential part of the scheme for general education of the Bantu.
2. Library services are a necessary background to a programme of adult education and to the literacy campaign actually being carried out by the South African Institute of Race Relations. Native libraries will supply books for recreational and instructional reading, books on vocational guidance, health, social welfare etc. Such libraries can be made effective centres for lectures group discussions, reading circles etc.
3. The reading habit in Natives forms slowly, due partly to a lack of association with books. There is need to develop an efficient library service to Native children so that they may be provided with books other than class readers and texts.
4. Education Departments lack sufficient Native teachers possessing Matriculation and degree qualifications. Library services must be extended so that teachers and students may be encouraged to pursue their studies further thus equipping themselves for their professions and raising the general standard of education of the Bantu. The Native teacher is the friend and guide in his community. He must be trained through his association with a library movement to find books a source of pleasure and study, so that he may help to inculcate a love of reading among his pupils and associates.
5. The Native lacks many educational opportunities. The development of an efficient library system will provide him with opportunities to learn about his trades, professions and crafts. Books will help to equip him for social work among his own people.

6. A great many Natives live in locations which are the slum areas of the cities and towns of South Africa. There is urgent need to find sources of wholesome recreation to counteract the evils of those poverty stricken areas in which the Native people live.
7. The Native respects wisdom and finds happiness in striving to attain learning as his heritage. Books will provide the means of the attainment of literacy and culture. The services already provided show clearly that Natives require reading matter, and the fact that a Native requires a book is surely reason enough for providing it for him to use. Why do we spend for much money on teaching him to read if after his schooling is over we do not provide him with the means to continue to read.?
8. The Native must live and work in European society. Through the companionship of books he will be brought to a clearer understanding of the European civilization and to an appreciation of his own heritage and culture.
9. The provision of separate library services for the Natives is a policy in sympathy with the apartheid policy of the present Government.
10. The figures quoted in the brief survey of the existing services to the non-European peoples of South Africa show clearly that the Natives appreciate the services offered to them, and that they are sufficiently advanced in the general standard of education to warrant increased expenditure on the development of Native libraries.

DEVELOPMENT PROGRAMME

1. The Circulating Library System.

1. The type of library service best suited to conditions prevailing in this country, is a circulating one in which books circulate through library depots.
2. The basis of the system is a central collection of books, the distribution of selections of books to library centres once or twice a year, and the loan of books through a local library such as an already established location or school library.
3. The establishment of Provincial library schemes is recommended for Native people, a free service to include towns, villages and small areas, with the establishment of location, school and mission library depots to serve as distribution points.
4. For library purposes the Provinces be divided into regions with regional libraries to act as book distributing centres and to co-ordinate the service. Books would be sent from the regional libraries to the depots in locations, missions, schools, etc.
5. This service should be administered by trained librarians. Native regional librarians will be required to travel between regional libraries and the library depots to keep contact with depot librarians, to discuss special needs and problems, to assist local librarians in their work and to give talks on books etc.

2. The provision of Library Buildings.

1. Proper and adequate library buildings and rooms must be provided by those bodies under whose auspices depots will be established.
2. Library buildings to be provided in all locations and be fitted with electric light. Many Natives live in difficult home conditions and cannot do home reading. Their homes are hovels, lit only by candlelight, often filled with smoke at night, crowded with children and adults singing and chattering. Well lit quiet reading rooms must be provided if Natives are to learn to love reading and find it a source of pleasure and recreation.

3. Library training and Staff.

1. As books will need to be introduced to Natives by librarians trained in the work a scheme for training Native librarians in courses offered by the South African Library Association should be started without delay.
2. The possibility of establishing a course in librarianship at Fort Hare should be investigated.
3. Native librarians should have professional status with rates of pay fixed according to their professional library qualifications, preliminary, elementary, intermediate and final.

4. Book stock.

1. To make this scheme effective an adequate stock of books for instructional and recreational purpose must be provided.
2. An adequate book stock of reference works must be collected for students.
3. It will be necessary to collect books in Native languages to serve language groups, and to sponsor the publication of vernacular books and pamphlets written in a style to suit the Native readers which they are intended to serve.

IMMEDIATE STEPS TO BE TAKEN TO IMPROVE LIBRARY SERVICES TO NATIVES.

1. A strong lead must be given by the Government and Provincial administrations in efforts to establish a provincial library service to Natives.
2. Financial assistance should be given to the Transvaal Carnegie Non-European Library to extend the existing library service to Native schools, missions, locations and training colleges, and to enable the T.C.N.E.L. to build up an adequate collection of books for recreational and instructional reading for distribution from a central headquarters.
3. Educational authorities to assist in encouraging the love of reading by instituting story hours and reading circles in schools, and by encouraging the formation of study groups and reading circles for adult Natives.
4. Provision to be made for adult Natives to borrow books from the service to schools in rural areas, and at hours convenient to adult Natives.
5. Native teachers to be encouraged to visit central headquarters to select books and discuss problems of distribution.
6. Native supervisors of the Transvaal Education Department to act as future regional librarians travelling to depots, until such time as a fully organized provincial scheme can come into being.
7. Municipal authorities to set up suitable library premises with well lit reading rooms. Location libraries should have recognized Native library assistants on fixed salary scales graded according to professional library qualifications. The training of these library assistants in courses offered by the South African Library Association by correspondence, to be sponsored by Municipal authorities.

8. Educational authorities to sponser training for Native library assistants, to give them recognized professional status on fixed salary scales, graded according to library qualifications.
 9. Educational authorities to create library facilities at Native schools and training colleges. School Inspectors should be asked to co-operate in all efforts made to maintain a library service to depots thus established.
 - 10 Every effort to be made by educational, social and religious authorities to create library posts for trained Native librarians.
 11. A central library of reference works should be collected and administered by a trained staff of Native librarians. This library should be accessible to students and teachers with special postal facilities extended to those students who are unable to visit the library personally. Personal visits to be encouraged. Special funds to be allocated for the purchase of books for this collection. The service to be free.

As this type of library service is already in existence and being administered by the Transvaal Carnegie Non-European Library, Government authorities should be urged to subsidize this service so that its work can be extended and efficiently administered, until such time as the Provincial authorities can take over the work themselves.
 12. It will be necessary to sponser the publication of vernacular texts.
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