

LIBRARY NEWS

CEYLON NATIONAL LIBRARY SERVICES BOARD.

VOLUME ONE, NUMBER TWO, APRIL — JUNE, 1973

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CEYLON NATIONAL LIBRARY SERVICES BOARD
72, BAUDDHALOKA MAWATHA, COLOMBO 4. (SRI LANKA)
TELE: Chairman 82242, Secretary 82243

HEADQUARTERS

- CNLSB Office
- School and Public Libraries Division
- Ceylon National Bibliography Division
- UNESCO Deposit Library & Professional Library
- UNESCO National Information Transfer Centre

LIBRARY BOARD

Mr. W.M.A. Warnasuriya - Chairman (Retired Deputy Director General of Education & Director Educational Planning),
Mr. W.E.V.S. de Alwis (Commissioner of Local Government),
Mr. Duncan W. de Alwis (Government Agent, Colombo District),
Mr. J.W. Subasinghe (Advocate, Crown Counsel & Retired Registrar of Supreme Court of Ceylon), Dr. R.A.H. Weerakoon (Director, Ceylon Institute of Scientific & Industrial Research), Mr. M.M. Bahaudeen (Businessman & Social Worker),
Mr. S.U. Somasekeram (Retired Assistant Director of Education & Social Worker), Mr. U.D.I. Sirisena (Deputy Director General of Education), Mr. H.A.I. Goonetilleke (Librarian University of Ceylon, Peradeniya Campus).

Mr. K.D. Somadasa - Director, Ceylon National Library Services, & Secretary to the Board (Ex-Librarian, University of Ceylon, Peradeniya).

NEW APPOINTMENTS - Staff Grade

Assistant Director (Administration) - Mr. J.D.A. Jayamanne (temporarily released from the Public Service)

EXTRACTS FROM CHAIRMAN'S REPORT FOR THE
YEAR 1971/72

The Board continued to function at its own headquarters in Chelsea Gardens, Colombo 3. In January 1972 the first Branch Office was opened in Kandy and placed in charge of a Assistant Director (Library Services) from 1st May. The need for a Branch Office was felt, as an extensive development of rural library services in the Kandy District had been initiated at the commencement of this year. The Branch Office was to organize, direct, and supervise this service. Of them the Pilot Project including 22 Public Libraries and 25 School Libraries spread over an area of 900 sq. ft. which was inhabited by a population of 1.1 million, was pre-eminent in view of the experimental nature of the project.

The Board's membership underwent a revision with the replacement of Mr. R. Paskaralingam (resigned) with Mr. U. D. I. Sirisena. It held regular monthly meetings at which matters of policy and approval of the Budget, and decisions of related financial matters were made. In this task it was assisted by 5 Committees dealing with School Libraries, Public Libraries, National Library, Library Education and Book Selection Committees respectively.

The Pilot Project and the related library development programme was assisted by three agencies :-

- I. UNESCO which granted £20,000 for the project and the training of 2 key-personnel abroad ;
- II. The Kandyan Peasantry Commission which generously contributed funds for the construction of 12 Public Library Buildings of which 7 were within the project area ;
- III. The Department of Local Government gave significant financial subsidy varying from Rs. 5000/- to 10,000/- to Local Authorities in need, to improve Library Buildings, and to provide furniture and books.

The cumulative effort of these measures and the leadership of the Library Board resulted in a visible growth of the library movement, particularly among Local Authorities who had hitherto considered Public Library Services as permissive services only, to be undertaken if and

when funds were procureable. The new approach towards the situation geared Local Authorities to more dynamic action while the Ministry of Local Government itself proposed to strengthen the existing legislation to make the provision of library services mandatory.

BOARD FUND

In January 1971 the Board Fund stood at Rs.345,640/- out of which a sum of Rs.100,000/- was set aside for the initial expenses of the National Library. A sum of Rs.328,000/- was received as Government Grant for 1971/72, while donations amounting to Rs.40922/- were received in the form of books and equipment from outside agencies. Of them, a consignment of 199 books on Library Science for the professional Library of the Board, valued at Rs.3930.73 was received under the Book Presentation Programme of the Overseas Development Administration, U.K. The British Council was instrumental in getting this aid for the Board, while the value of library equipment it received from UNESCO under the Pilot Project Fund amounted to Rs.18684.74.

In any country library services are essentially expensive as the service has to be "universal, free and provided with Public Funds". The Board however acting in terms of the provision of Section 16(1)(b) of CNLSB Act No.17 of 1970, explored avenues to raise funds with a view to easing the burden of the Government in providing the service.

The Board was accepted as an Approved Charity under Section 16A of the Inland Revenue Act No.4 of 1963 and a National Fund Collection campaign is being organised in 1973 with the tax benefits offered as an incentive.

Attempts to secure a fraction of the nett profits of the National Lotteries by assisting the National Lotteries Board with a sales promotion drive through institutions likely to benefit from such grants, was found unacceptable by the Treasury, although the Chairman of the National Lotteries Board responded favourably to the proposal.

No Income Tax is payable by the Board as it has been exempted from Income Tax under Section 2(b) of the Inland Revenue Amendment Act No.33 of 1971.

LIBRARY SERVICES PROVIDED DURING THE YEAR

Library Education

The Board has given very high priority to education as without trained professional no worthwhile library service could ever

proceed. It has requested the Ministry of Education to restore the Diploma course in Librarianship, originally offered by the Junior University Colleges, in the present Polytechnics and has also successfully persuaded the University of Sri Lanka to establish a Department of Library Science in one of the University Campuses where the subject would be taught at Graduate and Post-Graduate levels. The Board itself continued to organise and conduct short term in-service courses for library personnel employed by Local Authorities and schools. At the same time it has urged on the Ministry of Education to establish a Central Library Unit within the Ministry to plan and direct the school library development programme in collaboration with the Library Board.

Extension work promoting library services

Several exhibitions were conducted by the Board to interest the teachers and pupils as well as the general public in the role of libraries in the world today, and the manner in which library services should be provided. With the active collaboration of the British Council Ceylon, 2 exhibitions were held in Colombo and in some of the principal towns of Ceylon. While one exhibited a book kit consisting of 500 books and periodicals suitable for School Libraries in India & Ceylon, the other exhibited a selected kit on Librarianship. The Board thanks the British Council of Ceylon for procuring these books from U.K. for the Exhibition.

The Board participated in the UNESCO International Book Year celebrations with a 5 Day Exhibition at the Art Gallery, Colombo, on "Libraries of Ceylon". The Exhibition included an exhibition of local and foreign publications assembled with the assistance of the Book Publishers' Association of Ceylon, the British Council, the American Centre, the Industrial Development Board, the Central Bank, the C.I.S.I.R. and the Museum Library. The exhibition proved to be quite popular with the public.

The 5 Day School Exhibition held in connection with the Ministry of Education Sahithya Week Celebrations in Kandy 1972, was viewed by over 30,079 visitors and earned high encomiums from the Minister of Education, Secretary - Ministry of Education and the visiting teachers.

Conducting National Survey for Collecting Library Data

At the request of the UNESCO National Commission, Sri Lanka, the Board participated in the worldwide national survey of Statistics on libraries 1971, conducted by the UNESCO. This is a triennial survey

and covers the statistics of National, Special, Public, School and University libraries. In spite of the very limited staff facilities the Board had, it undertook this work and carried it out with reasonable success. The information collected has been delivered to the UNESCO which would process, edit, and publish it in due course.

Improving Professional Prospects in the services - Unified Librarians Service -

As far back as 1957 the Anomalies Commission suggested to the Government the establishment of a Unified Librarians Service in view of the considerable deployment of funds and persons in Government Departments for Library Services. (Sess.Paper 26 of 1957), The increased number of State Corporations in the last decade brought in Special Libraries and Documentation Services in greater number, and the need for a Unified Librarians Service became urgent. Although the O & M Division of the Treasury examined the proposal and prepared a report as far back as 1961, no action appears to have followed except the issue of Establishment Circular No.30 of 1971 by the Establishment Division of the Department of Public Administration. Since then the rapidly changing scene in the library service in the Island has found the provision of this circular more restrictive than conducive to the development of the Library Service. Consequently representations were made to the Board by Trade Unions of Government Librarians and Local Government Librarians to take the matter up further with the Government. Section 14(g) permitted the Board to take up the matter and it decided to appoint a Special Committee representing Trade Union interests to examine the prevailing situation and to formulate proposals for the consideration of the Government. The matter was under review at the time the year ended.

Training Programmes - UNESCO Fellowship awards

Mrs. K.L.Panditaratne (A.D./L.S.) was offered a UNESCO Fellowship for the study of library services in U.K. commencing from 1.5.73 to 6.8.73, while Mr. S.M.Kamaldeen was offered a similar scholarship for the study of library services in Australia commencing from 15.8.1973.

Participation in International Activities on Library Science

On invitation of the Director-Documentation Research & Training Centre Bangalore, and the U.S.I.S. (India) the Chairman and a member of the Board (Mr.H.A.I.Goonetilleke) participated in a Seminar on Public Library Systems held in Bangalore in April 1972. The Seminar

included delegates from all Indian States as well as from a number of international agencies in the region. The delegates displayed considerable interest in the Ceylon Programme, as, compared with India it displays considerable differences in the techniques adopted for the development of a National Library Service.

On the invitation of the British Council the Director of the Board attended a workshop on "The Role of Libraries in Development" held in Sheffield (U.K.) in July 1972.

The Board has been registered as a Member of the International Federation of Library Association (IFLA) from 1972 and an Overseas Affiliated Institutional Member of the Library Association (U.K.).

From 1972 the Board has been recognised as the Depository Library for UNESCO in Ceylon. It has also been appointed as the National Information Transfer Centre (NITC) in Ceylon for UNESCO.

CONCLUSION

The experience of the western countries where investment in library services have been heavy and continuous, have shown that it takes nearly a generation of sustained effort to make at least 40% of the community library conscious. In countries like Ceylon where library provision has been minimal, and where the total investment in the entire effort is yet below 1% of the total investment in education (it was 0.8 in 1965) the magnitude of the efforts needed to make at least 20% of the literate population, library conscious is almost immeasurable. In the city of Colombo which has been providing library services for over 50 years and has the finest public library in Ceylon, in 1968 the registered borrowers in a city with a population of over 5½ lakhs was only 29388. While the readers in the Reading Room totalled 126,000 those in the Reference Room totalled 90,000 only.

The fixing of realistic targets within the fields indicated in section 14 of the Act has to depend on more information to be gained from field trials and from wider administrative action. The year 1971/72 could be summed up in retrospect as a year of experimentation. Perhaps a better impact was possible if the Board had in the field more trained personnel to work with its officers. There absence was a distinct drawback in the extension of the Board's activities, and this partly explains the reason for the emphasis placed by the Board on, Library Education and Training. Increase of Library Stock per se' in libraries could make little contribution to achievement of the final goal unless libraries have the trained personnel to extend the use of their resources to the maximum limits possible and desirable,

STATEMENT OF ASSISTANCE GIVEN TO THE DEVELOPMENT OF LIBRARY SERVICES
01.10.71 - 31.12.72

SERVICES ASSISTED	SCHOOL LIBRARIES (MINISTRY OF EDUCATION)		PUBLIC LIBRARIES (LOCAL GOVERNMENT INSTITUTIONS & DEPT. OF L.G.S.)			GRAND TOTAL		
	Pilot Project	Others	Total	Pilot Project	Others	Total	Pilot Project	Others
Books (a)	37,325.00	--	37,325.00	37,325.00	11,255.00	48,580.00	74,650.00	11,255.00
Equipment	3,000.00	--	3,000.00	3,000.00	155.00	3,155.00	6,000.00	155.00
In-service Training (b)	--	2,961.00	2,961.00	--	1,233.00	1,233.00	--	4,194.00
Supervision	6,002.00	--	6,002.00	6,002.00	642.00	6,644.00	12,004.00	642.00
Extention Work (c)	--	966.00	966.00	--	9,152.00	9,152.00	--	10,118.00
TOTAL	46,327.00	3,927.00	50,254.00	46,327.00	22,437.00	68,764.00	92,654.00	26,364.00

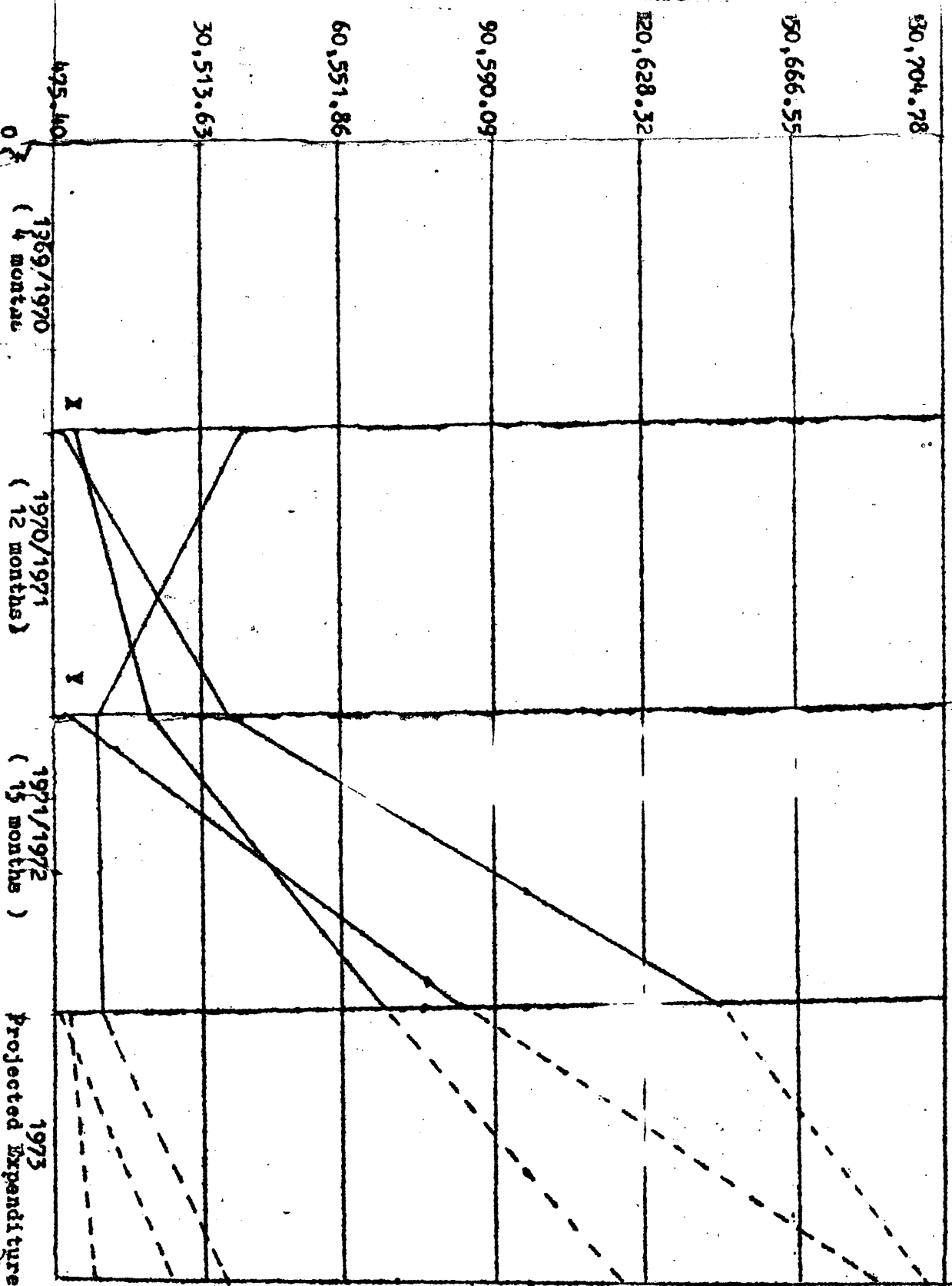
Notes:

- (a) Includes cost of books purchased and received as donations.
- (b) Includes training of 100 Graduate Selectees (IGS) at the Academy of Administrative Studies Longdon Place, Colombo 7.
- (c) Includes expenses incurred on Exhibitions in collaboration with the (1) British Council Ceylon (2) Regional Education Office, Kandy (3) National Commission UNESCO Sri Lanka (4) Public Libraries of Colombo, Kandy, Jaffna, and (5) The Department of Local Government.

CENTON NATIONAL LIBRARY SERVICES BOARD

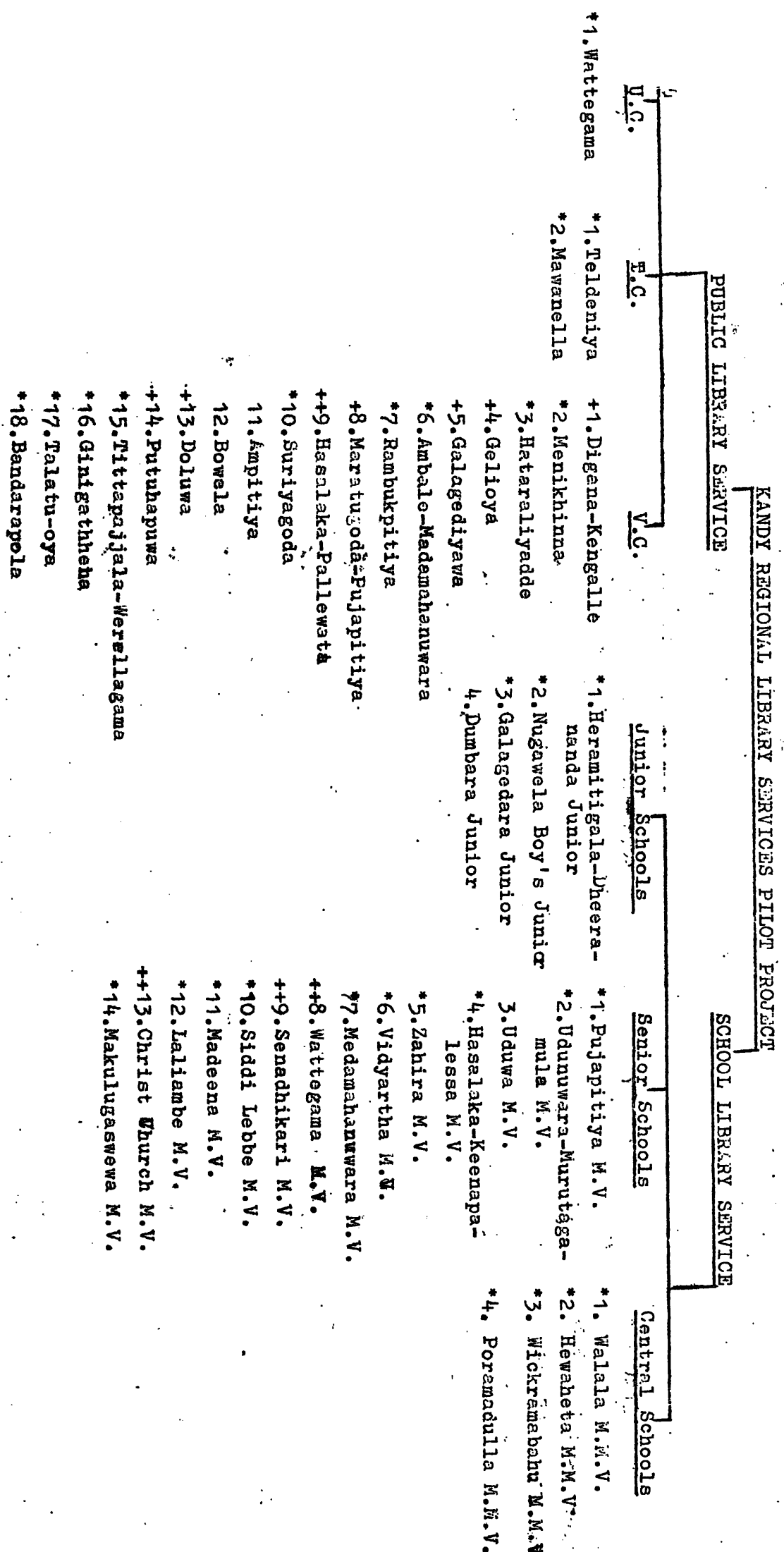
Graph Indicating the Progress of the Activities of the CNTSB
For the Period of 01.05.1970 - 31.12.72 and Projection for 1973

EXPENDITURE INCURRED PER FINANCIAL YEAR



I N D E X

- A - Personal emoluments and other allowances of Board and staff (Vote 1)
 - B - Administration Charges : Recurrent Expenditure (Vote 2)
 - C - Administration Charges : Capital Expenditure (Vote 3)
 - D - Services Provided : Recurrent Expenditure (Vote 4)
 - E - Capital Expenditure (Vote 5)
 - F - Advance Account (Vote 6)
 - X - 05.05.70 date of establishment of Board.
 - Y - 13.05.71 date the Board was re-constituted.
 - Projection for 1973.
- Scale: 1" represents Rs. 30,038.25



* Reorganised by the Library Board

+ Library Buildings constructed with the funds provided by the Kandyan Peasantry Commission and re-organised by the Board

++ Re-organisation processes proceeding

Others will be included in the 1974 programme.

DR. S.R. RANGANATHAN

In the demise of Dr. S.R. Ranganathan the Library movement not only in India but in the world as a whole, has lost a great leader, teacher and a philosopher. He was the father of Library Science and Library movement in India in the real sense. For about five decades he worked for the profession like a Karma Yogi. In him one could find a real teacher in the ancient traditions of the country.

Rao Sahib, as he was fondly addressed by his students and friends, started his career as a College teacher of Mathematics in Madras and became the first full-time University Librarian in Madras University in 1924. He had the privilege of studying Library Science in the London School of Librarianship during 1924-25 under several able teachers of that time whom he always remembered with great respect in his later years. One of these teachers was W.C. Berrikk, Sayers. During this period of stay in England he spent quite some time in observing the working of different types of libraries and even before he left for India he had made up his mind to develop a scheme of classification based on a scientific theory. The result was his Colon Classification and later on the 'Prolegomana to Library classification'. His 'Five Laws' summarise his grasp of the field of Library Science and provide a conceptual framework leading to the use of scientific method in the study and analysis of Library Science and Library service. These two books 'Prolegomana' and 'Five Laws' are classics on the subject. In his writings which comprise about 60 books and hundreds of articles published in India, U.K., U.S.A. and various other countries, he left no aspect of library science untouched. Everywhere in the world, where Libraries and Library Sciences are considered important, his ideas and theories are admired and discussed with great enthusiasm.

After retirement from Madras University Dr. Ranganathan worked in Banaras Hindu University for a short period and then joined the University of Delhi in 1947. He was mainly responsible for starting the post-graduate Library Science classed in the University of Delhi and for the first time, provision was made

for research in Library Science in the country. In 1961 he started the Documentation Research and Training Centre in Bangalore where he worked till the end of his life. In recognition of his contributions to the cause of Libraries and Library Science he was awarded Honorary Doctorate degrees by the University of Delhi and Pitsburg University. He was awarded Padmashri by the Government of India and was also recognised as the National Research Professor of Library Science.

- B.P. Mangala

YOJANA

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Professor and Head of the
Department of Library Science,
University of Delhi.

THE SCHOOL LIBRARY FOR AWAKENING CEYLON

DR. S.R. RANGANATHAN, M.A. (D. Lit.), F.L.A., Professor of
Library Science, University of Delhi.

A school library had existed for many decades as a ritual appendage in the form of a closed cupboard, opened on ceremonious occasions. Teaching itself was largely a matter of telling - telling to a large group of children put into a passive listening attitude. Books other than text books and note books seldom came into the day-to-day school life. This worked fairly successfully so long as the children of the uppermost intellectual strata only were admitted to school.

But about a century ago our social concepts began to change. Education came to be realised to be the right of everyone-not merely the topmost intellectual children, but also of the last in the intellectual scale. In fact it was not uncommon in the past for schools branding some children un-educable. But democracy has convinced us now of the danger of this escapist attitude. Today the business of the school is to help even the last child to unfold his own personality.

In the former days, really speaking, each child was educating himself, even with the help of a single text book in spite of the school doing very little to help him to overcome his individual handicaps. This situation produced an illusion that everything was right with our methods of reaching and equipment for learning.

But this complaisance is now being violently shaken by the entire school-going population coming into school. All children do not mature at the same rate. All children cannot follow the oral communication of the teacher with equal success. This heterogeneity in the classroom, brought about by democracy makes it difficult to make our schools a success.

The schools are therefore now obliged to change over from mass teaching to individual guidance, from packing the memories of children with all kinds of facts to training them in the use of recorded material from which they can pick out facts needed from time to time. This change in the aim of education from something immediate to something remote, has necessarily to be met by a change in the technique of the classroom.

The new technique of the classroom has now to consist of working up the interest and curiosity of children to know and to find out. Indeed the classroom hour should be utilised not for giving facts as such, nor for giving children finished patterns of knowledge, but to take them only up to the point of their seeing the need for knowledge and for facts. There the work of the classroom should end.

The rest of the work should be allowed to be done in the school library. It should be done mostly by the child himself. The child should do it in an attitude of pursuit and activity rather than of passive listening. The role of the librarian should be slight, though vital. He should stand behind the child no doubt. He should watch the efforts of the child in self-education through reading materials-and in correlating his experience at home, in the fields and in the streets, with the recorded experiences of others and thereby understanding the puzzles in his experience and increasing his knowledge. The librarian should help children in finding the right recorded materials for the occasion. Whenever the child shows signs of being perplexed and overpowered, the librarian should step in quietly and pull the child pleasantly across the hurdle and put him on to more appropriate reading materials.

To do this effectively the teaching staff should co-operate, exchange notes and work shoulder to shoulder with the single purpose of helping individually each child along his own lines of development. It is also necessary that the school library should have books on every conceivable topic, wherein the language and style are suited to children of different mental ages.

But unfortunately we do not have children's books of such variety in the languages of the country. This is the greatest ~~stumbling block in modernising our educational method, apart from~~ the slowness with which the re-orientation of outlook is being made. No doubt there are plenty of such books in English. Our school libraries can be equipped with these for the benefit of senior pupils. But our national policy is to change over to the teaching of all grades through the medium of the mother tongue. ~~The process has already started. Therefore the effective modern method of teaching backed by library work by children, will here-~~ after be possible only if we produce books of all grades and on ~~all kinds of topics in Tamil and Sinhalese.~~ This is not a piece of work that could be done by an individual, not even by an individual school. It must be done on a National scale. This means that national teachers' organisations and other citizens with a flair to write and illustrate books should work together and concentrate their attention during the next few years on production of books of all kinds mentioned above. At the beginning some of these books may be translations-rather adaptations-from existing English books. It may even be possible to borrow or rent blocks for illustrations from foreign publishers. The Oxford University Press has recently brought out excellent children's books in Tamil by adapting English books and using blocks used in England. To make this attempt an economic success in early years schools should all agree to take copies of such books. Even a more helpful plan will be for schools to agree to receive a part of the library grant from government in the form of Tamil and Sinhalese books of this kind.

The renaissance bubbling in Asian countries in general, and in Ceylon in particular, is bound to make us all realistic and meet the situation with success. Perhaps Ceylon will be the first

to bring about this change in response to school library work and teaching methods, for the simple reason that the percentage of literacy is the highest in Ceylon among the countries of South and South East Asia. I do wish that the teachers and educational authorities and authors of Ceylon apply themselves to this task and show the way to the sister nations of Asia.

In the transition period between now and getting a supply of books in Tamil and Sinhalese, it should be possible to meet the situation with Scrap Books made by each school. School children themselves will be of help in this. It may be helpful for neighbouring schools to exchange their scrap books.

- The Ceylon Teacher. Vol. 17, No. 84, August 1953,
pp. 265 - 266. -

Note

The above article by the late Dr. S.R. Ranganathan is still relevant to our conditions, though he is describing a situation which existed exactly twenty years ago on his first and only visit to Ceylon. During a brief fortnight he was able to survey, in his usual critical manner, the library scene in Ceylon, and this article contains his reflections on the school library, which always occupied a primary place in his scheme of library development.

TRAINING CLASSES IN LIBRARIANSHIP - PROGRAMME 1973

TEACHER LIBRARIANS :

PERIOD	C E N T R E	NO. OF TRAINEES
1. 19.2.73 - 23.2.73	Kotahena Junior School Library - Colombo	35
2. 19.2.73 - 23.2.73	Mahamaya Vidyalaya Library - Kandy	35
3. 5.3.73 - 9.3.73	Educationa Department Library - Colombo	33
4. 19.3.73 - 23.3.73	- do - - Colombo	31
5. 28.5.73 - 1.6.73	- do - - Colombo	31
6. 4.6.73 - 8.6.73	- do - - Colombo	25
7. 9.7.73 - 13.7.73	st.Sylvester Vidyalaya Library - Kandy	21
	T O T A L	211

PUBLIC LIBRARIANS :

PERIOD	C E N T R E	NO. OF TRAINEES
1. 6.11.72 - 18.11.72	CNLSB Regional Centre - Kandy *	3
2. 27.11.72 - 9.12.72	- do - - Kandy *	2
3. 5.22.73 - 15. 2.73	- do - - Kandy *	3
4. 18.6.73 - 30. 6.73	Municipal Council Library - Kandy *	7
5. 23. 7.73 - 27. 7.73	Municipal Council Library - Galle	20
6. 15.10.73 - 27.10.73	CNLSB Regional Centre - Kandy*	12
	T O T A L	47

* In-Service Training.

THE UNIVERSITY LIBRARIES OF SRI LANKA

by

H.A.I. Goonetilleke

(Librarian, University of Sri Lanka
Peradeniya Campus)

The first glimmerings of higher education in Sri Lanka appeared in the late 19th century with the University of London holding external examinations for degrees. The demand for a University had begun much earlier, but the agitation and pressure developing into what came to be called "the university movement" did not bear fruit till January 1921, when the Ceylon University College was formally opened in Colombo as a government institution affiliated to the University of London.

The first university library in Ceylon thus began its existence the same year in temporary quarters in College House, Thurstan Road, with an annual grant of Rs.750/- and a library clerk in charge. The present libraries in Colombo and Peradeniya date back, therefore, to this modest beginning. When the first University Librarian, Mr. R.S. Enright, was appointed five years later, the book vote had risen to Rs.10,000/-. Progress was however slow till 1942, when, with the establishment of the University of Ceylon, the Library entered on a new phase of rapid growth and increased use. In 1952 the seat of the University was moved to Peradeniya, and the Library followed suit leaving the Medical Library and a Branch Library behind in Colombo. Development in Peradeniya was dramatic indeed, and by 1967 the collections were approaching the 300,000 mark. On October 1, 1967 the University complex on the Colombo Campus became a separate University of Colombo (Later, University of Ceylon, Colombo) and the Branch Library (including the Medical Library) of the old University of Ceylon became the Library of the new University. About 75,000 volumes changed hands in the process. The University library in Peradeniya is a legal deposit library, and receives since 1952 one copy of every book, periodical, pamphlet, etc. printed in Ceylon. The library on the Peradeniya Campus now contains nearly 310,000 volumes, and grows at the rate of 10,000 volumes a year. The single administrative system consists of the Central Library and the Faculty libraries of Engineering, Medicine, Science and Agriculture and Veterinary science. The Central Library, a six-storeyed building (with a basement), is a notable landmark on the sprawling and beautiful campus. The staff numbers 77, and the total annual expenditure is in the region of Rs.900,000/-. It is by far the largest library of any kind in the island.

The Library of the University of Ceylon on the Colombo Campus began its independent life, as already mentioned, on 1st October 1967. It has splendid libraries in the faculties of Medicine, Law and some science Departments, and in the context of rapid expansion, should develop into a fine University Library, building on the present nucleus. The system consists of the Main Library in Reid Avenue, and the Medical Library in Kynsey Road. The collections number nearly 80,000 and grow at the rate of

around 6,000 a year. The staff number 65, and the total annual expenditure is approximately Rs.600,000/-.

The libraries on the Vidyalankara, Vidyodaya and Katubedde Campuses of the University of Ceylon remain to be mentioned. The Vidyalankara University Library began in January 1959 with the elevation of the Vidyalankara Pirivena, founded in 1875, to university status. Oriental Studies were the forte of this as well as of Vidyodaya, but in the last thirteen years, the nuclei of modern academic libraries have been emerging on both campuses. Efficient library systems, with qualified and trained staff following modern techniques of professional control and administration are being developed. The collections at Vidyalankara number about 50,000 and the total annual expenditure is around Rs.300,000/-. The staff number 34. Vidyodaya also began in January 1959, when the Vidyodaya Pirivena, founded in 1873, was elevated to University status. It has its own building, the collections amount to nearly 50,000, while the total annual expenditure is approximately Rs.375,000/-. The staff numbers 38. The Library on the Katubedde Campus, which became the fifth campus of the University only on 15th February 1972, is the library of the former Ceylon College of Technology, now a Faculty of Engineering and Architecture.

Taken together, the university libraries are a powerful segment of the total library environment in Ceylon, and contribute in substantial measure towards the creation of the intellectual climate of knowledge and learning in the island. The existence of the true spirit of enquiry, and the continuance of the traditions of independent learning depend largely on the dynamic role of the university libraries.

LIBRARIES IN THE UNIVERSITIES 1968/69

ITEMS	PERADENIYA	COLOMBO	VIDYODAYA	VIDYALANKARA	TOTAL
<u>CONTENTS OF LIBRARY.</u>					
Total No. of Bound Volumes	178,443	66,000	46,970	40,519	331,932
No. of Bound Volumes added during the Academic year.	7,178	5,345	3,595	2,311	18,429
No. of places for readers	1,076	488	333	275	2,172
<u>DETAILS OF EXPENDITURE (Rs.)</u>					
Salaries and Wages	310,866	128,753	187,674	96,179	723,472
Books	210,000	121,923	85,000	72,200	489,123
Periodicals	175,000	146,192	30,000	20,676	371,868
Bindings	50,000	3,350	15,000	7,124	75,474
Sundries	41,000	-	21,000	436	62,436
T O T A L	786,866	400,218	338,674	196,615	1,722,375

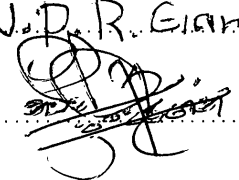
SOURCE : NCHE REPORT 1968-69 (Nov. 1970)

National Digitization Project

National Science Foundation

- Institute : National Library and Documentation Services Board
1. Place of Scanning : National Library and Documentation Services Board, Colombo 07
2. Date Scanned : 2017/11/01
3. Name of Digitizing Company : Sanje (Private) Ltd, No 435/16, Kottawa Rd.
Hokandara North, Arangala, Hokandara
4. Scanning Officer

Name : N. D. R. Eriyagama

Signature : 

Certification of Scanning

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